REPORT RESUMES

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THE COMPREHENSIVE EDUCATIONAL PROGRAM FOR WEST VIRGINIA SCHOOLS.

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THE COMPREHENSIVE EDUCATIONAL PROGRAM IS DEFINED AS ONE WHICH MEETS THE NEEDS OF ALL STUDENTS AT ALL LEVELS BY PROVIDING COMPREHENSIVE AND ELECTIVE PROGRAMS FOR THOSE STUDENTS REQUIRING SALABLE SKILLS UPON GRADUATION FROM HIGH SCHOOL, AS WELL AS A BROAD ELECTIVE PROGRAM FOR THOSE WHO WISH TO CONTINUE THEIR EDUCATION. INCLUDED ARE SUMMARIES OF THE CURRICULAR BASES FOR SUCH A COMPREHENSIVE EDUCATIONAL PROGRAM AND SCHEMATIC REPRESENTATIONS OF CONTENT AND GRADE LEVEL RESPONSIBILITY FOR EACH MAJOR CURRICULAR AREA. ALSO PRESENTED ARE CRITERIA AND FORMS FOR EVALUATING (1) A COMPREHENSIVE EDUCATIONAL PROGRAM AND (2) THE OPTIMUM CONDITIONS CONDUCTIVE TO ESTABLISHING SUCH A PROGRAM. (DK)

S.D. McMillen No. 9V

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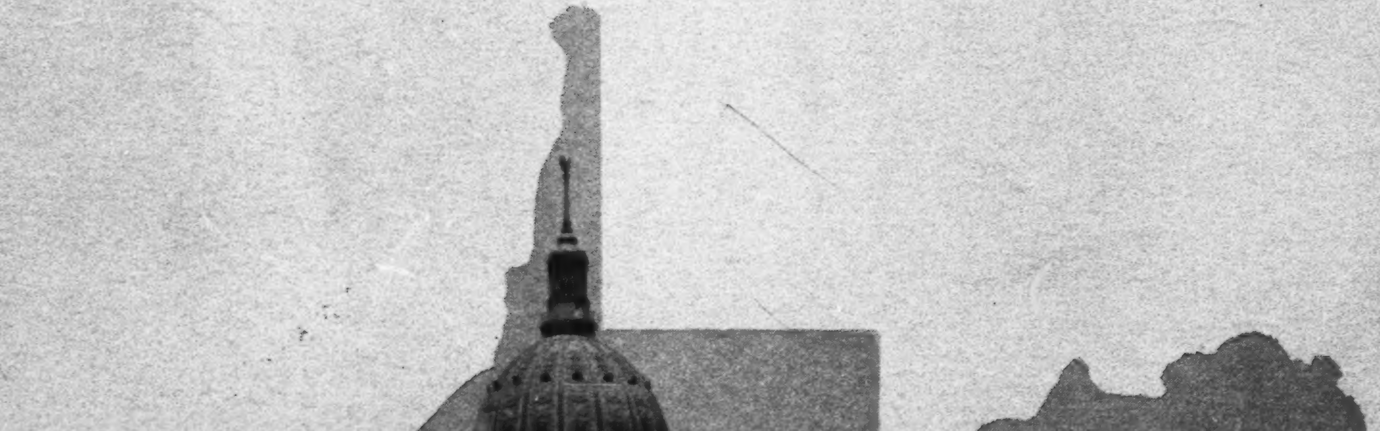
THE COMPREHENSIVE EDUCATIONAL PROGRAM



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REX M. SMITH
State Superintendent of Free Schools

RC 001440

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A COMPREHENSIVE EDUCATIONAL PROGRAM
FOR
WEST VIRGINIA SCHOOLS

May, 1964

Prepared Under the Direction of
Rex M. Smith
State Superintendent of Schools

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FOREWORD

The State Department of Education is committed to the development and implementation of a comprehensive educational program for West Virginia and to the ideas expressed in this program design.

This publication represents the thinking of many educators and is a product of the cooperative efforts of the total staff of the Department of Education. You will note that it is made up of two main sections. The first part is devoted to a description of the curricular offerings and integral services essential to a comprehensive educational program. The second part provides a means of evaluating the projected program.

I commend the Department members and all others involved for their foresight and efforts in developing this forward looking educational program for the citizens of West Virginia. It is my earnest hope that through our combined efforts such a program may be achieved throughout our State.

This achievement will make possible a quality educational program for the people of West Virginia.

Rex M. Smith

Rex M. Smith
State Superintendent of Schools

PREFACE

The direction and rate of development of a civilization are directly related to the educational effort of the school system. The very existence of our democratic society is dependent upon the education of a citizenry aware of the value of a democratic society and alert to the provisions necessary to perpetuate and improve this society.

The purpose of this report is to give school board members, school administrators, supervisors and teachers an understanding of the need for Comprehensive Educational Programs and direction for the development of such programs.

The West Virginia Department of Education recommends that positive action be taken to support and require the consolidation of public school services to provide comprehensive educational opportunities for all students. Comprehensive schools must be established and maintained if the State is to have effective, economical, and efficient school programs at all levels.

A Comprehensive Educational Program is based on the following three criteria:

1. There is a comprehensive general program of education to meet the needs of all students at all levels.
2. There is a comprehensive elective curriculum for those who will need salable skills immediately upon graduation from high school.
3. There is a comprehensive elective curriculum for those who will continue in a program of formal education.

The Comprehensive Educational Program will furnish opportunity for each individual, through a developmental sequence of learning experiences from pre-school through adulthood, to achieve his highest potential. Curricula must be flexible in order to serve individual needs and interests. Provision must be made for developing desired concepts, attitudes and skills. There must be constant inclusion and adaptation of curricular developments and school services.

OVER VIEW OF THE COMPREHENSIVE EDUCATIONAL PROGRAM

If all people are to be educated to the task of productive living, the levels and types of educational opportunities offered must of necessity be comprehensive. A Comprehensive Educational Program can provide the varied academic, vocational, and social experiences necessary to develop a successful future producer and consumer; therefore,

1. The Comprehensive Educational Program will provide for the general educational program of an individual beginning with kindergarten and extending throughout the student's educational life. It should:

    (a) Provide the skills which equip the student to meet life's problems.
    (b) Provide the opportunity which makes it possible to react successfully to problems of life.
    (c) Provide the conditions for realizing basic values and provide the social stability to develop a full and complete life as a citizen.

2. The Comprehensive Educational Program will provide an elective curriculum for those who will need salable skills immediately upon graduation. Such a curriculum is an extension of the general education program leading to a readiness for productive employment. It should:

    (a) Be based on the identified and interacting needs of the individual and the community, although not limited to the immediate community.
    (b) Include skills, knowledge, and information which can be of immediate constructive use.
    (c) Provide the beginnings of vocational education for many occupations.
    (d) Nurture the aptitudes, abilities, and provide for the specific needs of all students.

3. The Comprehensive Educational Program will provide an elective curriculum for those who will continue their formal education. This elective curriculum contains a variety of courses enabling students to select subjects pertinent to their future educational goals. This curriculum should:

    (a) Be closely related to, and an extension of, the general education program.
    (b) Provide a wide range of subject selection at the secondary school level, thus allowing smooth transition from the heterogeneous groupings in the general program to more selective groupings in subject areas.

(c) Provide elective courses designed with specific educational objectives in mind. For example, a student planning to complete a two-year technical program may have different English or physics course work than those who plan to pursue other specialties in college.

4. The quality of the comprehensive educational program is dependent upon sound administration and supervision, well-qualified teachers, comprehensive pupil services, adequate facilities and teaching materials.

   Health, psychological, social, school lunch and transportation services are essential and integral parts of an educational program. Guidelines for these services may be obtained from the West Virginia Department of Education.

   Co-curricular activities are considered to be essential parts of the comprehensive educational program. They are an outgrowth and extension of the curriculum.

PART I - THE COMPREHENSIVE EDUCATIONAL PROGRAM

1. ADULT EDUCATION IN THE COMPREHENSIVE EDUCATIONAL PROGRAM

A major reason for providing Adult Education in a comprehensive educational program is to satisfy the desire of an individual to intermittenly or continuously develop through formal or informal educational activities. Quality programs inspire people to seek social, economic, political, cultural, and civic literacy through either a course or a curriculum. Adult education activities are extremely varied since they must serve many purposes and meet many needs.

Students in adult education programs may range from the immature to the mature, from youth to the elderly, from the uneducated to the highly educated, from untrained to the highly trained, from foreign lands to the local neighborhood and from farm to the city. Public school facilities are accessible and easily adapted to providing the learning environment for those adults desiring to continue with their education. The length of study may be as brief as a few hours or as long as a lifetime. Therefore, adult education has no formal structure.

AREAS OF CONTENT

Programs in adult education provide comprehensive offerings in such broad areas as:

VOCATIONAL

Agricultural Occupations
Business and Office Occupations
Distributive Occupations
Industrial Occupations
Health Occupations
Home Economics Occupations
Technical Occupations
Supervisory and Managerial Occupations

GENERAL EDUCATION

Fundamental, Basic and Literacy Education
Elementary Subjects
Secondary Subjects
Remedial Programs
Refresher Programs in Subject Areas

HOME AND FAMILY LIVING

Homemaking
Parent Education
Recreation
Aging and Retirement
Health and Safety

CULTURAL

Arts and Crafts
Fine Arts
Literature
Theatre

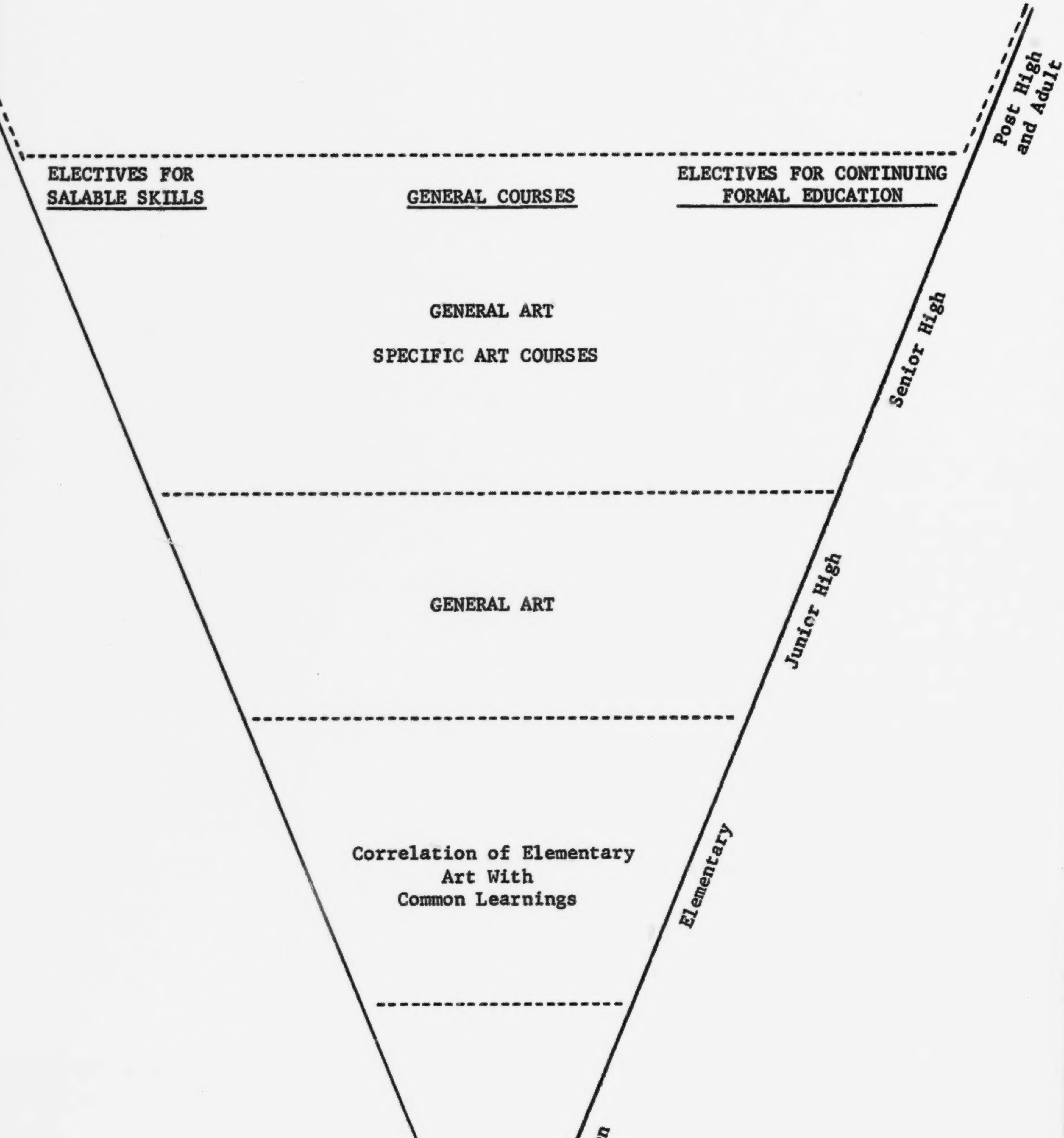
CITIZENSHIP

Americanization
Community Development
Civil Defense
Economic Education
Government
Labor Education
Leadership Training

2. ART IN THE COMPREHENSIVE EDUCATIONAL PROGRAM

Art is a component part of general education for all students. Art education provides a medium through which the student may experience success in creative activity. It is a vehicle through which understanding, appreciation and relationship of people and their culture may be developed. Art activities develop coordination of mind and body and thus provide for emotional outlet. Art education will provide desirable experiences to raise the level of taste through improved design, discrimination and the opportunity for making choices.

Art activities are directed to the various stages of growth and development. The art program affords exploration and experimentation in many media. Art at the elementary level is a part of general education and should be integrated with the common learnings, yet must always contribute to the over-all objectives of the art program. In the secondary school art is directed to both general education and to the acquisition of specific skills.


Post High and Adult
ELECTIVES FOR SALABLE SKILLS
GENERAL COURSES
ELECTIVES FOR CONTINUING FORMAL EDUCATION
GENERAL ART
SPECIFIC ART COURSES
Senior High
GENERAL ART
Junior High
Correlation of Elementary Art With Common Learnings
Elementary
Kindergarten

Art education at the elementary level will provide many and varied art experiences. It will provide the opportunity with many materials. At the elementary school level the art program provides experiences and opportunities for growth in the following areas:

1. An Introduction To The Elements Of Art stress the emotional and sensory reaction to texture, color, line, form and tone and gives a better understanding of their use in expressing ideas.

2. Appreciation opens a new world through the introduction of good paintings, sculpture, architecture and the minor arts.

3. Integration. Because art is an inseparable part of life, relationships to the other subject areas should be encouraged and integrated at every opportunity. However, art is creative and should never be subordinated to other subjects.

4. Picture Making using paints (show-card or tempera only), crayons, chalk, colored paper and mixed media to express ideas.

   (a) story-telling
   (b) personal experiences
   (c) emotional and imaginary experiences

5. Constructions from such elementary materials as wire, boxes, paper maché, wood and clay.

6. Crafts including such projects as mask making, puppets, clay and ceramics, mosaics, stitchery, and printing which involves the use of many materials.

Art education in the junior high school will encourage exploration and experimentation with new media as well as new combinations of familiar materials. Areas of experience will be drawing, painting, sculpture, constructions, crafts, printing and graphics, ceramics and clay methods, and appreciation.

Art education in the senior high school will be flexible to meet the needs of the individual students with varying abilities and at different stages of development. The program strives for greater depth of concept and skill. The emphasis is upon recreational and vocational desires of the student. Organization of the program will provide for experiences leading to greater depth in particular areas or for depth in one area, depending upon the student objectives. The basic areas are the same as those for the junior high school. The degree of depth will depend upon the ability of each student.

3. BUSINESS EDUCATION IN THE COMPREHENSIVE EDUCATIONAL PROGRAM

Business Education provides knowledge and understanding of our economic and social institutions as they relate to everyday living. The growing interdependence of people requires the individual to acquire competencies as a producer or a consumer.

The program of business education in a comprehensive educational program acquires its structure and content from the world of business. The areas of study encompass those subjects that contribute to general as well as occupational preparation. The purpose of the general program is to provide the knowledge that enables the individual to handle financial affairs and responsibilities of a citizen. The purpose of the occupational program is to prepare students for entry into business occupations. Thus these become the three major areas of study:

a. Knowledge of business needed by all people.

b. Knowledge of business needed by those preparing to enter the business world of work.

c. Knowledge of business needed by those desiring to pursue a career or profession in the business world.

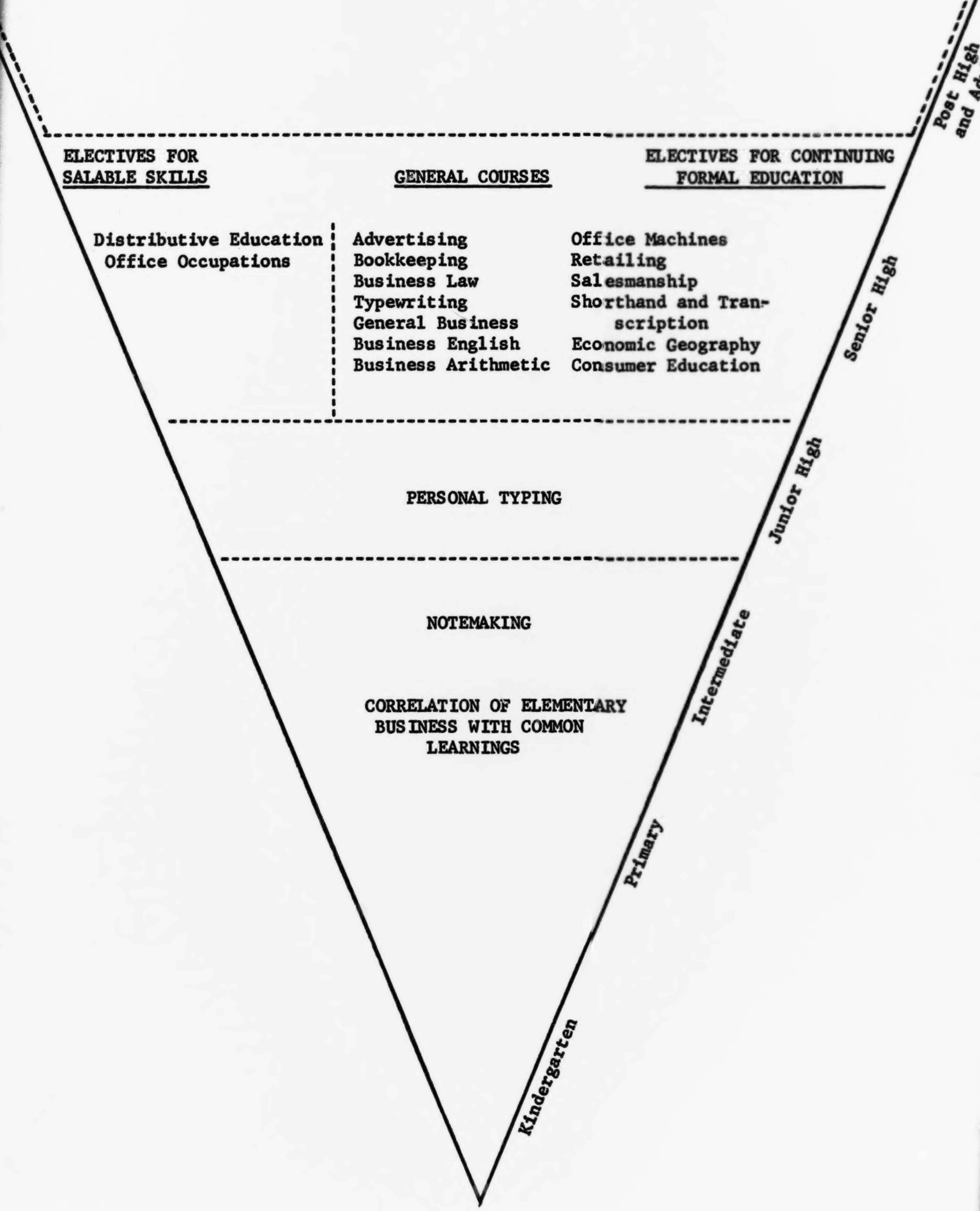
COOPERATIVE PROGRAMS

The Cooperative Programs cover two instructional areas; (1) distributive education, and (2) office occupations including both clerical and secretarial areas. These programs are organized to provide the student-learner classroom instruction while working part-time for wages under the supervision of an employer. The on-the-job training is organized to achieve selected occupational learning outcomes.

Cooperative Distributive Education is an instructional program for those students who have chosen distribution as a career objective. The learning outcomes are achieved through coordinating the classroom learning experiences with those encountered on the part-time jobs at designated training stations. This program is provided during the twelfth grade to prepare certain high school students for entry-level marketing jobs.

Cooperative Office Occupations Education is an instructional program for those students who have chosen an office occupation as a career objective. The learning outcomes are achieved through coordinating the classroom learning experiences with those encountered on the part-time office job. This program is provided during the twelfth grade to prepare certain high school students for entrance into entry-level office jobs.

An approved distributive education program or office occupations program is eligible to receive financial assistance from vocational funds.


Post High
and Ad
Senior High
Junior High
Intermediate
Primary
Kindergarten

ELECTIVES FOR SALABLE SKILLS	**GENERAL COURSES**	**ELECTIVES FOR CONTINUING FORMAL EDUCATION**
Distributive Education Office Occupations	Advertising Bookkeeping Business Law Typewriting General Business Business English Business Arithmetic	Office Machines Retailing Salesmanship Shorthand and Transcription Economic Geography Consumer Education

PERSONAL TYPING

NOTEMAKING

CORRELATION OF ELEMENTARY BUSINESS WITH COMMON LEARNINGS

AREAS OF CONTENT

Elementary Level - Introductory topics related to money, its history, kinds, and banks, saving and spending, earning a living and wages, services provided by various businesses and government are included in the common learnings.

Advertising - Deals with the principles and preparations of common types of advertising to persuade people to buy commodities or services.

Bookkeeping - Deals with the principles and methods of recording business transactions, the preparation of financial statements, and the interpretation of financial statements with emphasis on the records of small businesses.

Business Arithmetic - Deals with the fundamental principles of arithmetic applied to problems of business.

Business English - Deals with the essentials of written and spoken English needed by clerks, secretaries, and stenographers.

Business Law - Covers the principles of law relating to business transactions. Attention is given to contracts, insurance, loans, sale of goods, partnerships, corporations and other legal problems of business.

Business Organization - Emphasis is given to the principles involved in a business organization.

Consumer Education - Deals with the development of understanding of consumer activities and problems. It includes selection and purchase of goods and services, budgeting, insurance, credit and elementary principles of consumer economics.

Economics - Includes the basic study of economic principles with major emphasis on practical aspects of everyday economic problems.

Economic Geography - Emphasis is on the study of geographical regions, their products, commercial activity, population, resources, and other factors.

General Business - Deals with the fundamentals of business through the study of the business world, money and banks, budgeting, record-keeping, insurance, communication, transportation, and community welfare.

Notemaking (Notehand) - Deals with an abbreviated system of writing useful in making notes.

Office Machines - Experiences in the use of machines used in business offices.

Retailing - Emphasizes store selling, buying, displaying, marking, stock control, and other functions found in operating a retail store.

Salesmanship - Emphasis on sales activities in all kinds of sales situations with information about steps in sales process, customer relations, merchandise knowledge, and the role of salesmanship in our economy.

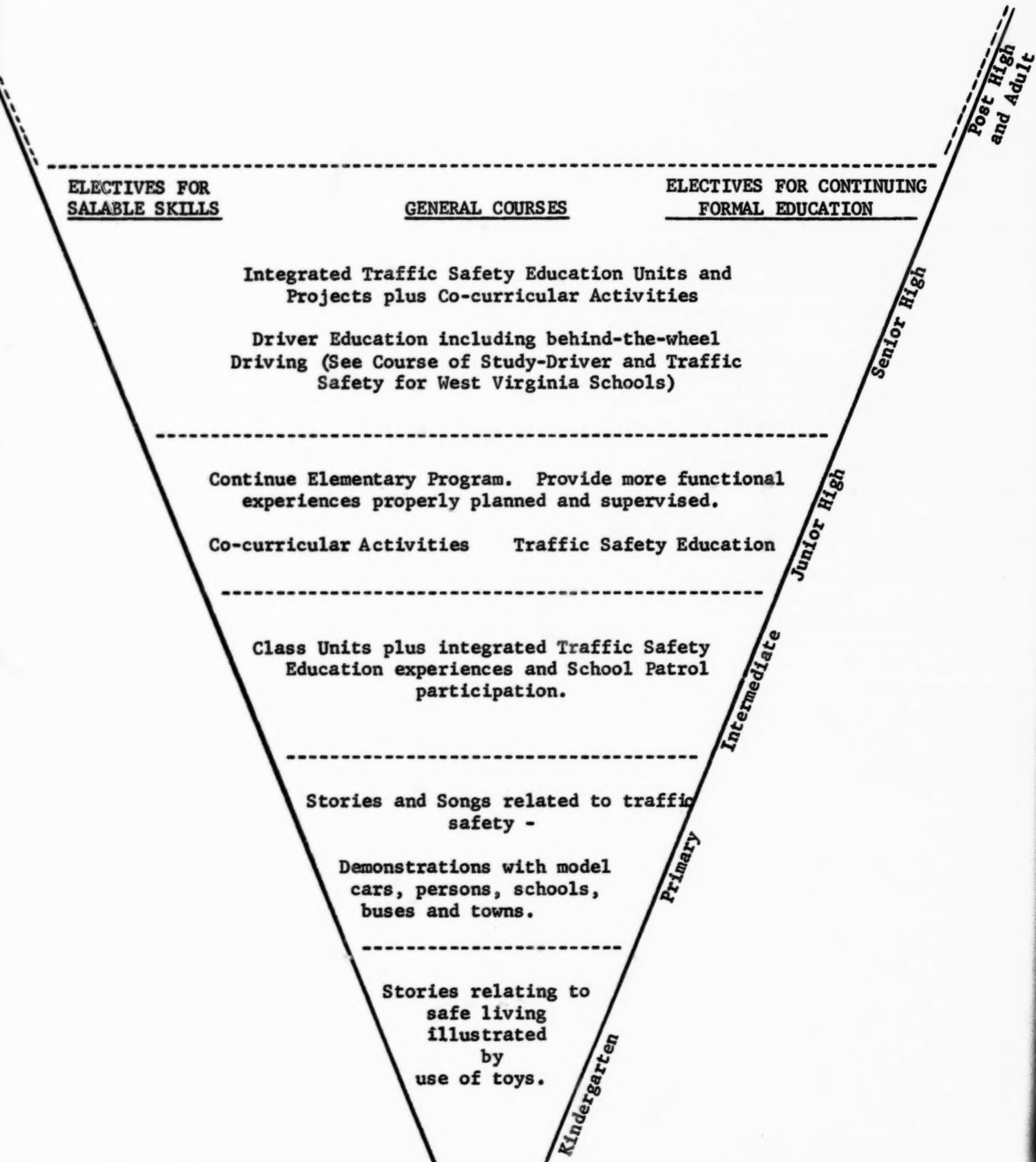
Shorthand and Transcription - Deals with a symbol writing system which emphasizes skill building procedures. The purpose is to develop a vocabulary, speed and accuracy in taking dictation, and transcribing shorthand.

Typewriting - The purpose of typing courses is to develop a touch system of typing that leads to the mastery of the keyboard resulting in speed and accuracy.

4. DRIVER EDUCATION IN THE COMPREHENSIVE EDUCATIONAL PROGRAM

Driver Education is a formal classroom and laboratory course in that it includes both classroom and behind-the-wheel instruction. The purposes of the classroom phase are to teach the personal and social problems of driving and to develop the knowledge and attitudes essential to safe driving. The purposes of behind-the-wheel instruction are to contribute to the functional experiences in citizenship; create a desire to conserve human and material resources; and to develop skills in the efficient operation of motor vehicles. Both phases will be carefully articulated.

The most appropriate time for the course in driver education is when the student reaches the eligible driving age, usually the first year of senior high school. However, the problems of traffic safety belong to the comprehensive program from the kindergarten throughout the complete educational program.



ELECTIVES FOR SALABLE SKILLS

GENERAL COURSES

ELECTIVES FOR CONTINUING FORMAL EDUCATION

Integrated Traffic Safety Education Units and Projects plus Co-curricular Activities

Driver Education including behind-the-wheel Driving (See Course of Study-Driver and Traffic Safety for West Virginia Schools)

Continue Elementary Program. Provide more functional experiences properly planned and supervised.

Co-curricular Activities   Traffic Safety Education

Class Units plus integrated Traffic Safety Education experiences and School Patrol participation.

Stories and Songs related to traffic safety -

Demonstrations with model cars, persons, schools, buses and towns.

Stories relating to safe living illustrated by use of toys.

Elementary School experiences in traffic safety are integrated with the common learnings. They include pedestrian, roller skating, bicycle and other common activities related to this age group as well as proper conduct as a passenger in an automobile. The use of the School Safety Patrol is a suggested activity.

Junior High School experiences are a continuation of the elementary experiences on the level of the students involved. Bicycle clubs and other activities are suggested.

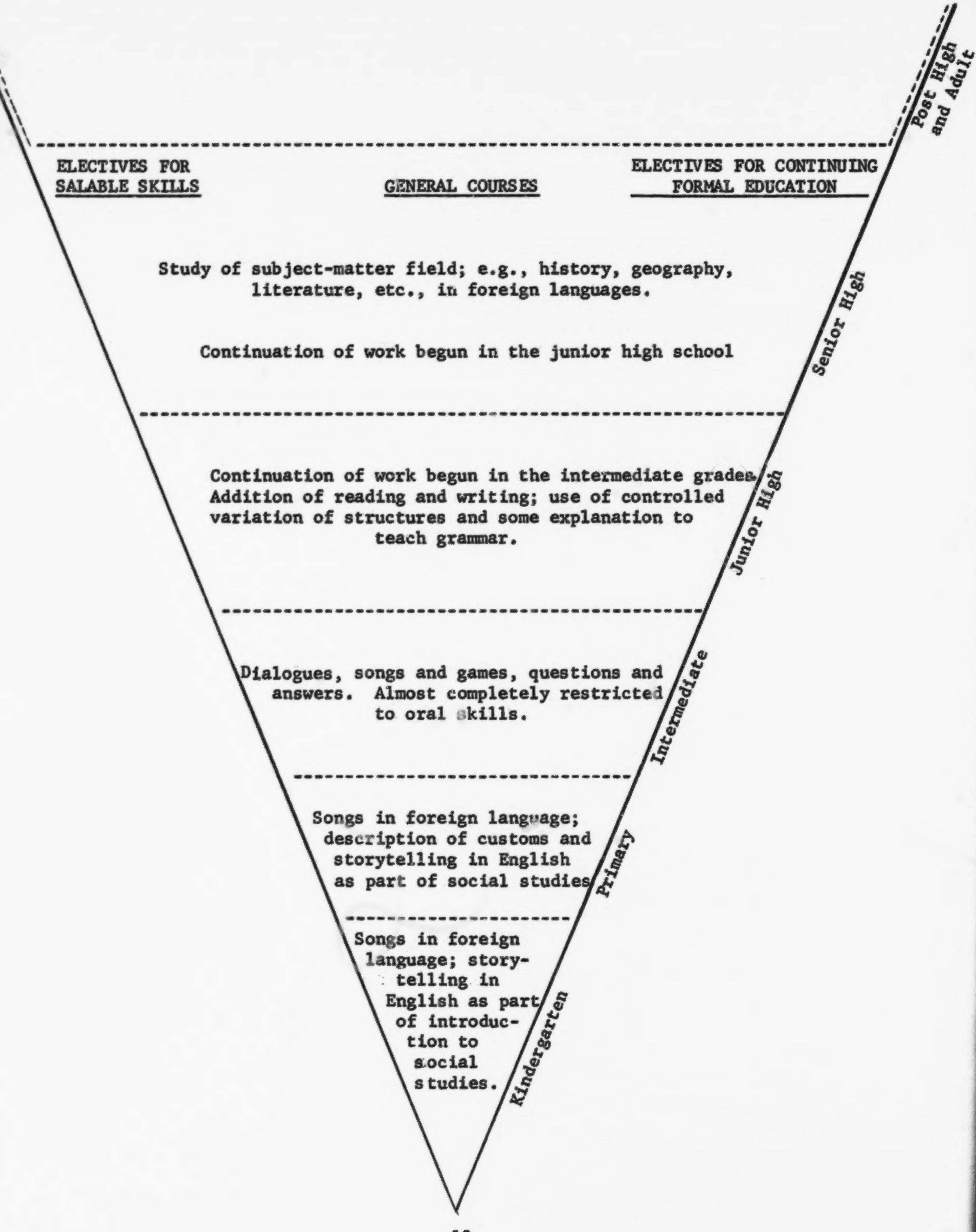
Senior High School experiences start with the complete course in Driver Education and Safety Education. The minimum time allocation for this course is ninety class periods with 40 periods of classroom instruction, 18 periods of observation in a dual-control car and six periods of behind-the-wheel instruction. This course is outlined in "A Course of Study in Driver and Traffic Safety Education for West Virginia Schools, 1957." Continued projects and co-curricular activities are suggested for the upper senior high school years. Automobile care and maintenance are a definite part of the pre-vocational area.

Post High School and Adult experiences are continuing functions of this program including acquisition of salable skills in the transportation fields including bus and truck operation.

5. FOREIGN LANGUAGES IN THE COMPREHENSIVE EDUCATIONAL PROGRAM

The maintenance of friendly and successful relations with other countries will be facilitated to the extent that more of our citizens acquire the ability to communicate with people of other countries in their language. For the development of the individual, a knowledge of a foreign language and a foreign culture is important. This knowledge gives a person another perspective from which to view the problems of life.

The comprehensive school program will offer a continuous sequence of eight years of one modern foreign language. When demand warrants, additional foreign languages will be offered. Students should not change from one language to another, but will be encouraged to add a second language while continuing with the first. The work load in the first two years of junior high school should be such that both years taken together should give the student the equivalent of Course I in the language. Instruction below junior high school should be informal and on a noncredit basis.


Post High and Adult
Senior High
Junior High
Intermediate
Primary
Kindergarten

ELECTIVES FOR SALABLE SKILLS

GENERAL COURSES

ELECTIVES FOR CONTINUING FORMAL EDUCATION

Study of subject-matter field; e.g., history, geography, literature, etc., in foreign languages.

Continuation of work begun in the junior high school

Continuation of work begun in the intermediate grades. Addition of reading and writing; use of controlled variation of structures and some explanation to teach grammar.

Dialogues, songs and games, questions and answers. Almost completely restricted to oral skills.

Songs in foreign language; description of customs and storytelling in English as part of social studies

Songs in foreign language; storytelling in English as part of introduction to social studies.

The content of language instruction below junior high school should emphasize oral work with only a slight introduction to the reading and writing skills in the upper elementary school. In the junior and senior high school the material should facilitate an oral approach; that is, initial instruction in listening comprehension and speaking ability with reading and writing skills being built on the oral skills. If the recorded material to accompany the text does not include controlled variation of structures (pattern practice) such supplementary material must be obtained at least for the first three levels of instruction.

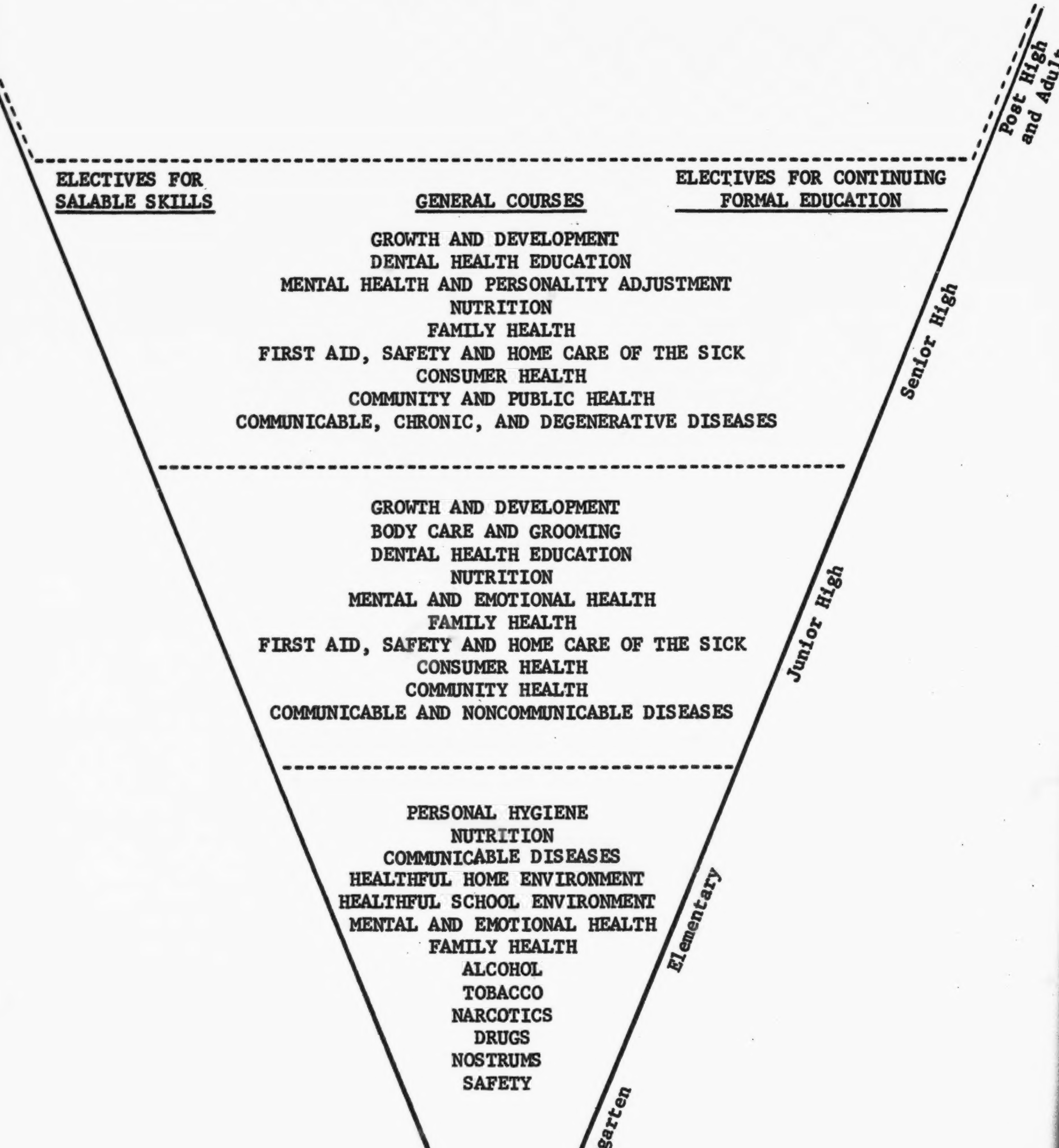
Throughout the first few years of a foreign language sequence, the texts and material used should de-emphasize the traditional grammar-translation, word list memorizing method of language teaching in favor of an oral approach with the emphasis on imitation and repetition of an authentic model, grammar being taught functionally and by analogy through examples and controlled variation drill, with an understanding of the material being read demonstrated by questions and answers in the foreign language rather than by translation.

6. HEALTH AND PHYSICAL EDUCATION IN THE COMPREHENSIVE EDUCATIONAL PROGRAM

THE SCHOOL HEALTH PROGRAM

The school health program encompasses school health education, school health services, and healthful school living. Health education has as its purpose the development of health knowledge and the cultivation of desirable health attitudes, habits and practices. School health services undergird the total educational program by identifying and securing correction of, or compensation for, individual health problems. Health services also provide protection, guidance and opportunities for health learning experiences. Healthful school living is the provision of a safe and healthful school environment. It provides many opportunities for the re-enforcement of school health education and school health services.

The ultimate goal of the school health program is to enable the individual to be physically fit and lead a rich, full life as an effective citizen in a democracy.



ELECTIVES FOR SALABLE SKILLS

GENERAL COURSES

ELECTIVES FOR CONTINUING FORMAL EDUCATION

GROWTH AND DEVELOPMENT
DENTAL HEALTH EDUCATION
MENTAL HEALTH AND PERSONALITY ADJUSTMENT
NUTRITION
FAMILY HEALTH
FIRST AID, SAFETY AND HOME CARE OF THE SICK
CONSUMER HEALTH
COMMUNITY AND PUBLIC HEALTH
COMMUNICABLE, CHRONIC, AND DEGENERATIVE DISEASES

GROWTH AND DEVELOPMENT
BODY CARE AND GROOMING
DENTAL HEALTH EDUCATION
NUTRITION
MENTAL AND EMOTIONAL HEALTH
FAMILY HEALTH
FIRST AID, SAFETY AND HOME CARE OF THE SICK
CONSUMER HEALTH
COMMUNITY HEALTH
COMMUNICABLE AND NONCOMMUNICABLE DISEASES

PERSONAL HYGIENE
NUTRITION
COMMUNICABLE DISEASES
HEALTHFUL HOME ENVIRONMENT
HEALTHFUL SCHOOL ENVIRONMENT
MENTAL AND EMOTIONAL HEALTH
FAMILY HEALTH
ALCOHOL
TOBACCO
NARCOTICS
DRUGS
NOSTRUMS
SAFETY

THE PHYSICAL EDUCATION PROGRAM

Physical education as an integral part of the comprehensive educational program has significant contributions to make toward achieving desirable educational outcomes because it....

1. promotes the growth, health, development, and maintenance of the individual physically, mentally, socially, emotionally, and ethically.

2. makes major contributions to physical fitness including strength, endurance, power, flexibility, agility, balance, speed, and co-ordination.

3. provides opportunities for the individual to develop values and perception of self and others.

4. provides a designed sequence of movement experiences ranging from simple to complex.

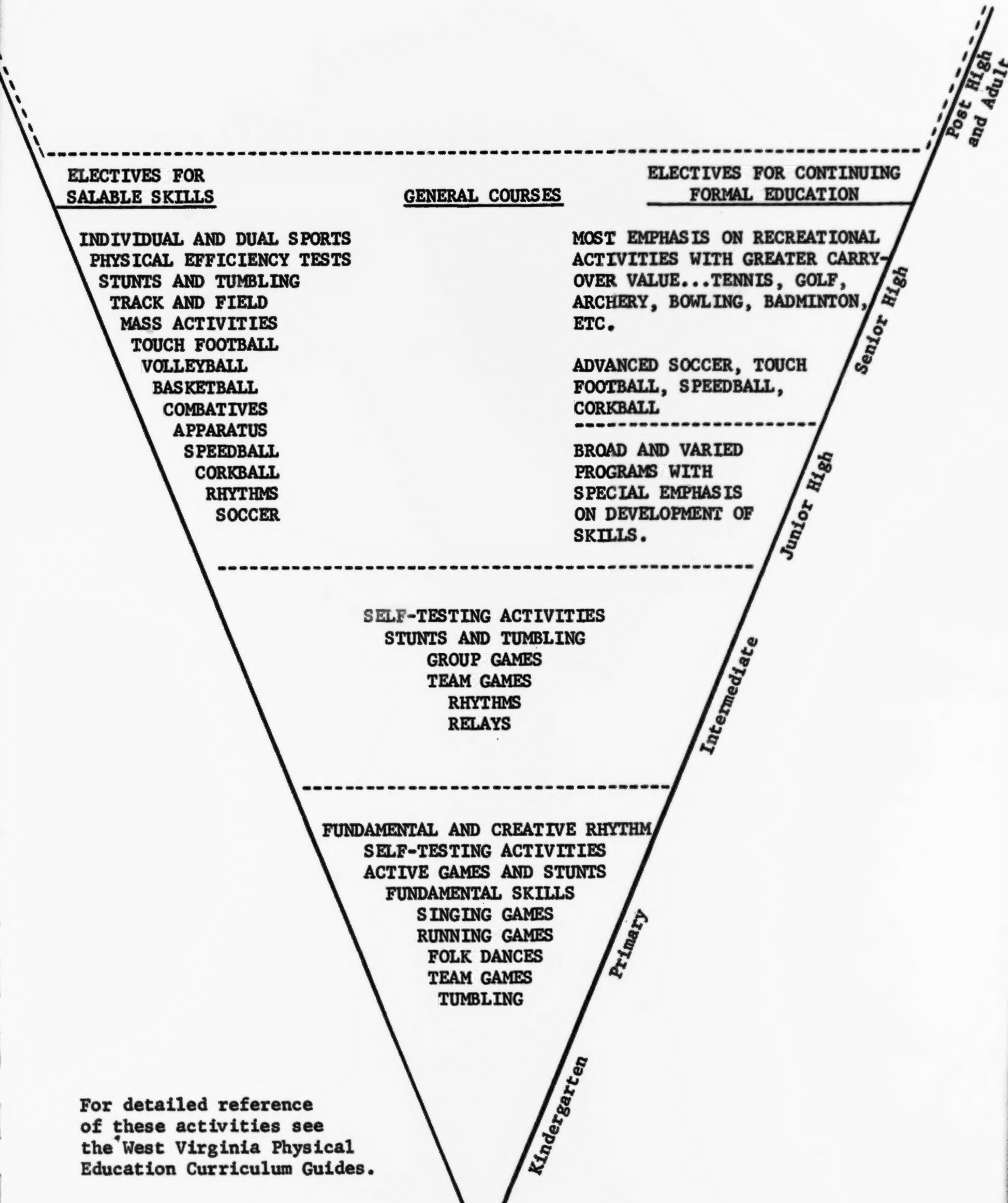
5. educates for leisure time.

The physical education program includes three major areas:

1. Class instruction (for outline see triangle on next page). There shall be no substitutes for the instructional program.

2. Extra class activities which includes intramurals, extramurals, and recreational activities should be available for all students. As an outgrowth of physical education, these programs provide a phase of laboratory experience for students. These programs also afford opportunities for social exchange and enrichment of individual personal resources.

3. The interscholastic program is an outgrowth of both the instructional and extra class activities. A well directed interscholastic program should be made available to youth who are interested and sufficiently skilled. Schools should offer a wide variety of sports and an opportunity to participate on various skill levels. This area of physical education allows students to engage in competition, characterized by varsity teams, organized leagues, and a regular season schedule.



ELECTIVES FOR SALABLE SKILLS

- INDIVIDUAL AND DUAL SPORTS
- PHYSICAL EFFICIENCY TESTS
- STUNTS AND TUMBLING
- TRACK AND FIELD
- MASS ACTIVITIES
- TOUCH FOOTBALL
- VOLLEYBALL
- BASKETBALL
- COMBATIVES
- APPARATUS
- SPEEDBALL
- CORKBALL
- RHYTHMS
- SOCCER

GENERAL COURSES

ELECTIVES FOR CONTINUING FORMAL EDUCATION

MOST EMPHASIS ON RECREATIONAL ACTIVITIES WITH GREATER CARRY-OVER VALUE...TENNIS, GOLF, ARCHERY, BOWLING, BADMINTON, ETC.

ADVANCED SOCCER, TOUCH FOOTBALL, SPEEDBALL, CORKBALL

BROAD AND VARIED PROGRAMS WITH SPECIAL EMPHASIS ON DEVELOPMENT OF SKILLS.

- SELF-TESTING ACTIVITIES
- STUNTS AND TUMBLING
- GROUP GAMES
- TEAM GAMES
- RHYTHMS
- RELAYS

- FUNDAMENTAL AND CREATIVE RHYTHM
- SELF-TESTING ACTIVITIES
- ACTIVE GAMES AND STUNTS
- FUNDAMENTAL SKILLS
- SINGING GAMES
- RUNNING GAMES
- FOLK DANCES
- TEAM GAMES
- TUMBLING

For detailed reference of these activities see the West Virginia Physical Education Curriculum Guides.

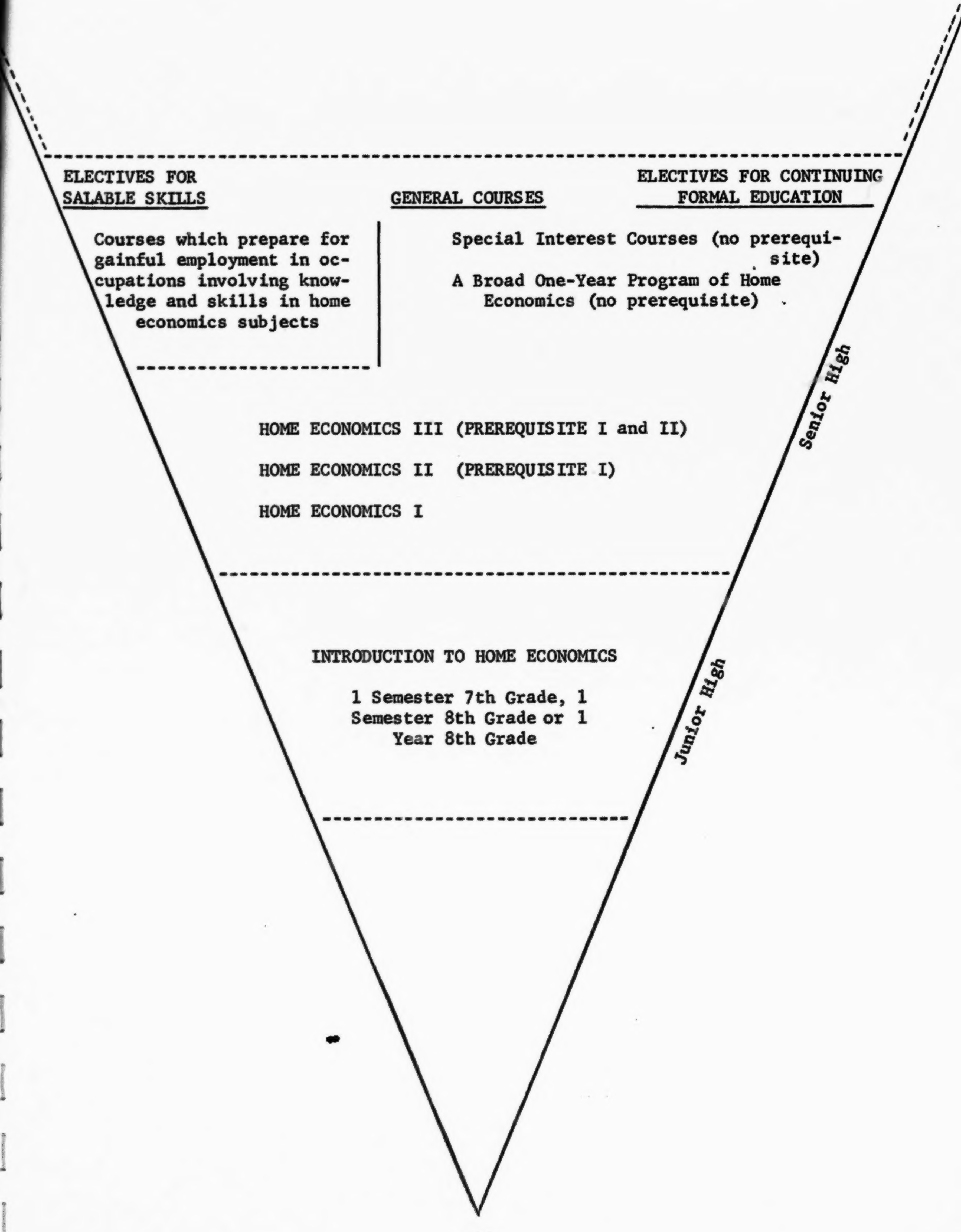
7. HOME ECONOMICS IN THE COMPREHENSIVE EDUCATIONAL PROGRAM

The purposes of home economics are two-fold. The first is to prepare for the responsibilities and activities involved in homemaking and in achieving family well-being. The second purpose is to prepare individuals for gainful employment in occupations involving knowledge and skills in home economics subjects.

In the first purpose of homemaking pupils learn to improve home and family living. They have experiences in care, improvement and safety of the home; learn the principles of good nutrition and gain some skills in planning and preparing meals; learn about the selection and buying of clothing for the family, and develop some skill in clothing construction; develop abilities to increase the family's income through the application of consumer knowledge, wise decisions in making choices and through actual work in the home; gain an understanding of small children and learn how to care for them; develop some skill in the management of time, money and energy; and gain some understanding of themselves, their peers and their family. The home and community, as well as the home economics department, are used as laboratories.

The program of the Future Homemakers of America is an integral part of the total home economics program. It's overall goal is to Help Individuals Improve Personal, Family and Community Living.

The second purpose is to prepare for employment in a more specialized type of program than one which centers on preparation for home and family living. Entry into an occupation is the focus of this program. The nature and scope of the program are planned to provide a career development base for individuals who have the capacity and motivations to advance in a specific occupational area.



ELECTIVES FOR SALABLE SKILLS

Courses which prepare for gainful employment in occupations involving knowledge and skills in home economics subjects

GENERAL COURSES

ELECTIVES FOR CONTINUING FORMAL EDUCATION

Special Interest Courses (no prerequisite)

A Broad One-Year Program of Home Economics (no prerequisite)

HOME ECONOMICS III (PREREQUISITE I and II)

HOME ECONOMICS II (PREREQUISITE I)

HOME ECONOMICS I

INTRODUCTION TO HOME ECONOMICS

1 Semester 7th Grade, 1 Semester 8th Grade or 1 Year 8th Grade

HOME ECONOMICS PROGRAM IN JUNIOR HIGH SCHOOL

The junior high school home economics program endeavors to promote an understanding of self, family and friends. At the 7th and 8th grade level this is an exploratory program designed to stimulate interest in sharing family responsibilities and develop some simple basic skills in homemaking. The home economics program at the 9th grade level takes on greater depth. The junior high school program includes experiences in:

- Teenage relationships - with family, friends and community
- The selection and preparation of simple foods for teenagers
- Care and understanding of small children
- The selection of clothing, personal grooming and the development of simple basic sewing skills
- The care of the home and the developing of some housekeeping skills
- Management with emphasis on personal planning for use of money
- Recreation as it relates to the individual and the family as a group

HOME ECONOMICS PROGRAM IN SENIOR HIGH SCHOOL

The senior high school program has more depth and is broader in scope than that of the junior high school. It is concerned with developing competencies in the several fields of home economics in such a way as to identify needed skills, appreciations, attitudes, and learnings related to the improvement of the home and its family members. A two or three year program will include work in all areas of home economics by the time the program is completed.

The vocational home economics program starts with the ninth grade even though this grade is in a junior high school.

There are four possible program patterns for the senior high school. Patterns I, II and III may be vocational or non-vocational. Pattern IV is vocational.

Pattern I - A Two-Year Program - Vocational or Non-Vocational
and
Pattern II - A Three-Year Program - Vocational or Non-Vocational

These are broad programs designed to include various fields of home economics within a two or three year period. Home Economics I is a prerequisite for Home Economics II. If a third year program is offered, Home Economics I and II are prerequisites. The senior high school program includes:

Foods - including nutrition, meal planning and preparation, marketing, serving, and table manners.

Child Care and Guidance - including an understanding of the infant and pre-school child, his emotional, mental, physical and social needs.

Consumer Education - stressing planned consumption of goods and services including food, clothing and housing in ways that will promote values and goals established by the family.

Clothing - including advanced sewing procedures, care, selection, wise purchasing and renovation.

Health and Home Safety - including maintenance of health and home safety, home care of the sick and first aid.

Management - including management of the home, the conservation and wise use of energy, time and money by family members.

Personal and Family Relationships - emphasizing the development of skills in achieving successful personal and family relationships.

Housing - including selection and care of the house and its furnishings, choosing, using and caring for home equipment.

Pattern III - Special Interest Courses - No Prerequisite (Vocational or Non-Vocational)

These may be one semester or one year in length and are for boys and girls in eleventh and twelfth grades. They are designed for intensive study in a specific area of home economics. Some of these courses are:

Housing and Home Improvement - including a study of selecting, decorating, furnishing and maintaining a home.

Management in the Home - emphasizing the management of self, homemaking activities and management in the family.

Money Management - emphasizing the understanding of values, the development of skills for the intelligent management of money, shopping techniques and guides for purchasing necessities for living in all areas of homemaking.

Family Living - providing experiences to help boys and girls face and solve problems of personal and family living and practice democratic living.

Broad One-Year Course in Home Economics - this course includes some basic experience in the areas of foods and nutrition, clothing, personal and family relationships, housing and management.

Pattern IV - Courses to Provide Occupational Training (Vocational)

An employment preparation sequence is included in the home economics program to assist pupils in developing knowledge and skills necessary for employment in home economics related occupations. Some suggested courses are:

Hotel and Motel Housekeeping Aides - including training for housekeeping skills in motels, hotels, hospitals, nursing homes, dormitories, apartments, home for the aged, business buildings and schools.

Child Care Aides - including training for the care of children in a home, in a child care center, in a church, nursery or day school.

Food Service Worker - including fundamental instruction in food preparation and service for restaurants, school lunch, cafeterias, homes for aged, and nursing homes.

Clothing Maintenance Specialist - including the development of skill in alteration and repair of clothes in a dry cleaning establishment, department store and specialty shop.

Self-Employment Services - including training in such clothing construction, catering, crafts, food specialties or making draperies and slip covers.

Companion to an Elderly Person - may include assisting an older person in meeting his own needs; helping with personal, social, and routine business matters; and securing assistance in case of emergency.

Visiting Homemaker - assists a family in performing duties of the home in case of an emergency.

8. INDUSTRIAL ARTS IN THE COMPREHENSIVE EDUCATIONAL PROGRAM

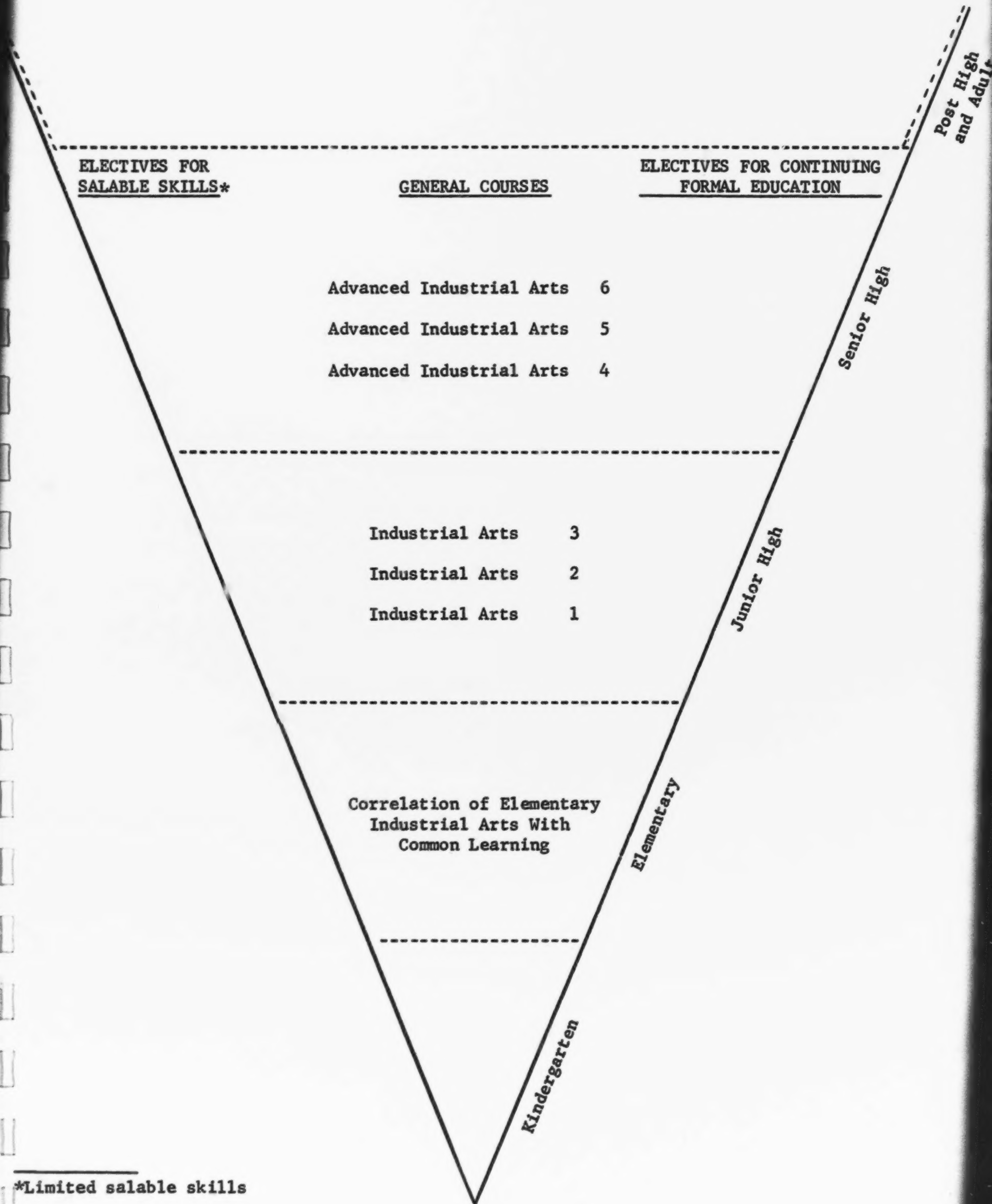
As a part of the general educational program, Industrial Arts enables the student to gain an understanding of the relationship between man and his industrial environment. Through classroom-laboratory experiences, the student in Industrial Arts develops an awareness and appreciation of tools, materials and processes involved in changing methods of production. Basic skills and knowledge common to many occupations and professions are developed. Through this learning process the student gains an insight into the history, growth and development of industry.

Industrial Arts encompasses a study of many areas to include the broad aspects of construction, transportation, communication, manufacturing, and research and development. Industrial Arts laboratories provide students through problem solving, the opportunity to become actively involved in planning, organizing, servicing, constructing, experimenting, testing and evaluating materials, processes, and products.

Industrial Arts in the elementary school consists of construction activities which are a part of the common learning of elementary school children.

In junior high school, Industrial Arts is that phase of general education which introduces students to various areas of industry and includes a study of natural and synthetic materials, production methods, and the resulting products.

In senior high schools, Industrial Arts should be offered as an elective. Students obtain further knowledge and skill in a selected area, and expected to gain a broader understanding of industrial techniques and developments.


ELECTIVES FOR SALABLE SKILLS*
GENERAL COURSES
ELECTIVES FOR CONTINUING FORMAL EDUCATION
Advanced Industrial Arts 6
Advanced Industrial Arts 5
Advanced Industrial Arts 4
Industrial Arts 3
Industrial Arts 2
Industrial Arts 1
Correlation of Elementary Industrial Arts With Common Learning
Post High and Adul
Senior High
Junior High
Elementary
Kindergarten

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*Limited salable skills

INDUSTRIAL ARTS

Industrial Arts 1. General shop type of laboratory provides four areas which are: metal, wood, electricity and sketching. Purpose: exploratory skills, materials and information.

Industrial Arts 2. Is similar to Industrial Arts 1 in organization and purpose with greater depth in the same areas.

Industrial Arts 3. Is similar to Industrial Arts 1 and 2 in organization, purpose and areas: metal, wood, electricity and sketching except introduction to instrument drawing and greater depth is provided.

Industrial Arts 4. May be organized as a unit or general type of laboratory with areas in metal, wood, electricity, graphic arts, ceramics, photography and mechanical drawing. Purpose being greater depth in same areas, other areas as introduction to fundamentals, experimentation and skills.

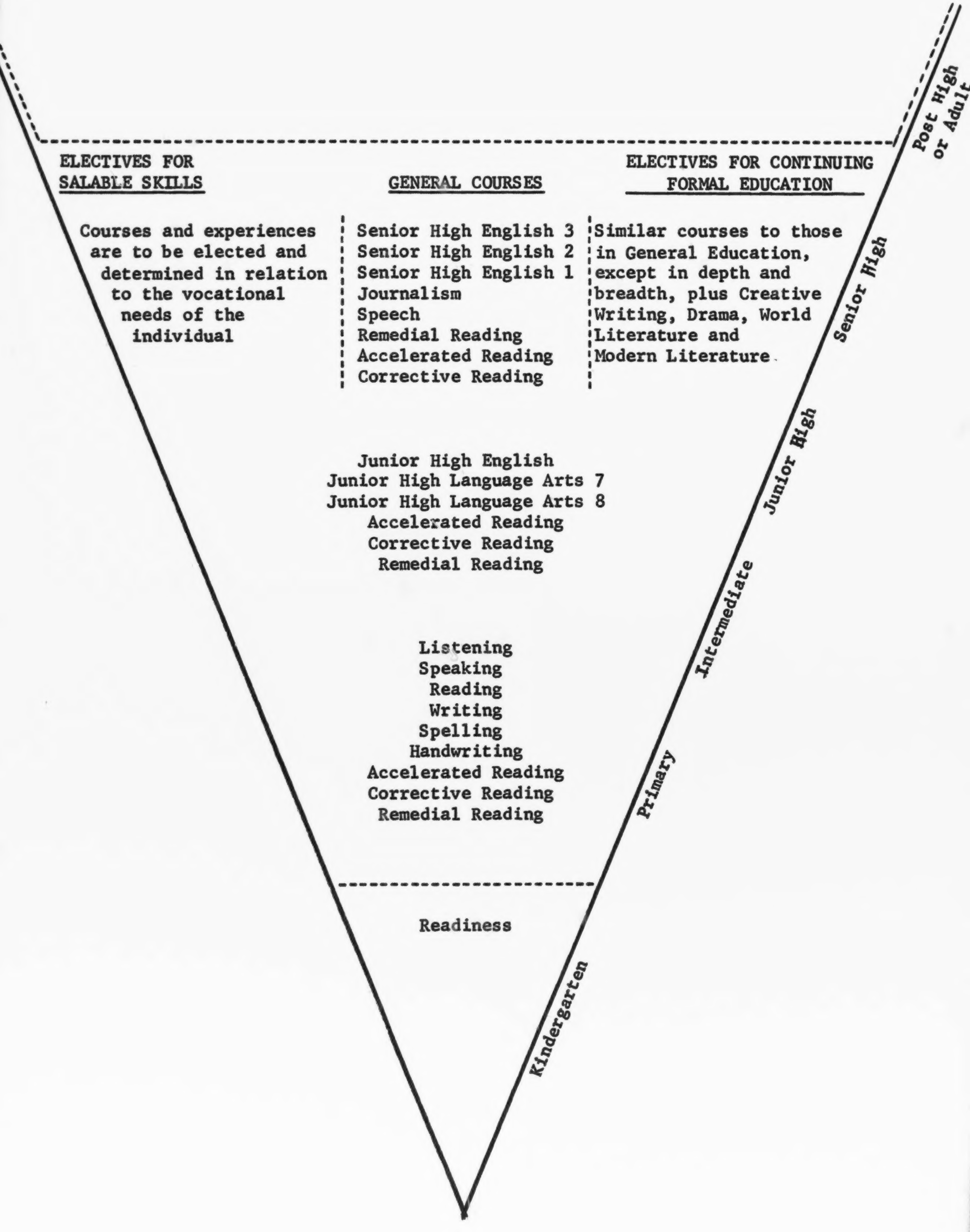
Industrial Arts 5. Is similar to unit in Industrial Arts 4 when organized as a unit type of laboratory with greater depth in same areas except architectural drafting. The areas in Industrial Arts 5 are: metal, wood, electricity-electronics, graphic arts, ceramics, photography, plastics, textiles and architectural drafting.

Industrial Arts 6. Is similar to Industrial Arts 4 and 5 when organized as a unit type of laboratory with greater depth provided in the same areas as Industrial Arts 5 except drafting. The drafting includes pattern development, assembly, electrical and schematic drawing.

9. LANGUAGE ARTS IN THE COMPREHENSIVE EDUCATIONAL PROGRAM

Instruction in the language arts is built on the philosophy that the language arts are communication skills. These communication skills, listening, speaking, reading and writing, form the foundation for the student's success in all aspects of the educational program. Furthermore, the student's competence in these communication skills determines his development as an individual and his occupational and social success.

Throughout the language arts program the teacher will incorporate the findings of the various linguistic sciences into the teaching of the communication skills. There will be less insistence on correct and incorrect and more on the effect attained by various usages; that is, the cultural implications of the word, structure intonation or pronunciation used. Instruction will thereby become more descriptive of what is occurring, rather than proscriptive.



ELECTIVES FOR SALABLE SKILLS	GENERAL COURSES	ELECTIVES FOR CONTINUING FORMAL EDUCATION
Courses and experiences are to be elected and determined in relation to the vocational needs of the individual	Senior High English 3 Senior High English 2 Senior High English 1 Journalism Speech Remedial Reading Accelerated Reading Corrective Reading	Similar courses to those in General Education, except in depth and breadth, plus Creative Writing, Drama, World Literature and Modern Literature.

Junior High English
Junior High Language Arts 7
Junior High Language Arts 8
Accelerated Reading
Corrective Reading
Remedial Reading

Listening
Speaking
Reading
Writing
Spelling
Handwriting
Accelerated Reading
Corrective Reading
Remedial Reading

Readiness

At the kindergarten level a readiness foundation for the six language arts skills must be developed. The four basic skills are listening, speaking, reading and writing. Spelling and penmanship are contributory skills.

Beginning at the primary level and extending through the junior high school a sequential and development program exists for all these skills. At the intermediate level a more formal approach to grammar, punctuation and sentence structure is introduced and maintained through high school.

Flexibility in organization, content, methods, techniques and materials must be provided for individual needs so that children of different capacities may have opportunity for maximum achievement.

Corrective, remedial and accelerated reading are provided at all levels. Communication skills, like all other skills, can be taught only by example, practice, critical evaluation and more practice.

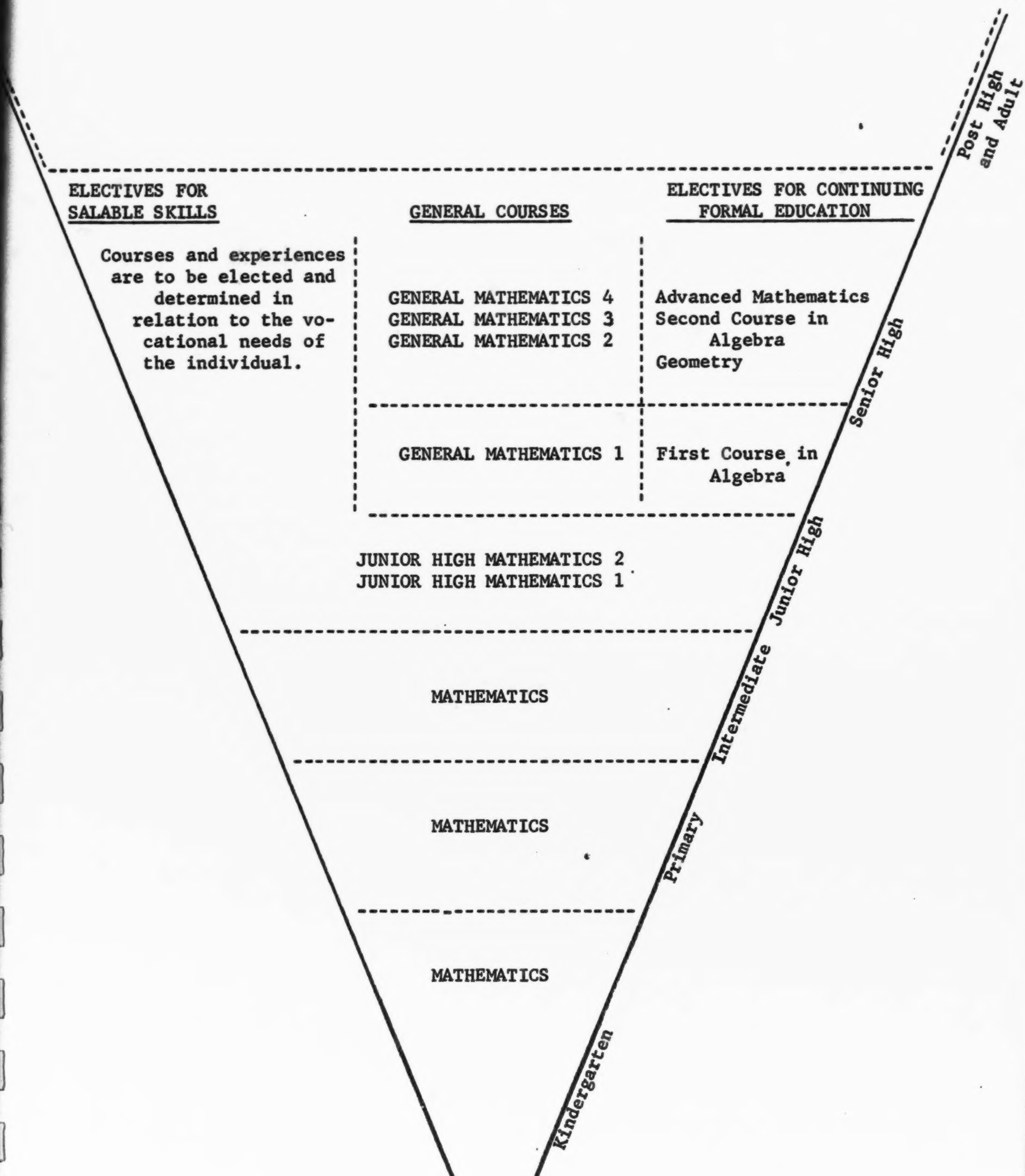
Starting with the kindergarten program the student's attention will be drawn mainly to an understanding of descriptive and narrative material. As he develops he will become aware of implications and symbolic meanings, abstractions and complicated thoughts. The student's own experience and the experience of others which he gains through reading and listening are his sources of development. In order for him to take his place in society with maximum efficiency, it is, therefore, essential for him to learn to derive the utmost value from reading about and listening to the experiences of others. Literature offers an excellent opportunity for the student to examine many basic human problems. More than this, the discipline of critical examination may be developed by the careful evaluation and the careful presentation of life's varied problems in the literature classes. This is a benefit which the student will take through life. Maximum advantage should be taken, therefore, throughout his school life to develop his critical powers and to enrich his reservoir of vicarious experience.

10. MATHEMATICS IN THE COMPREHENSIVE EDUCATIONAL PROGRAM

Mathematics in a comprehensive educational program includes those basic concepts, principles, and modes of inquiry which result in a mathematical literacy needed for living in an ever-changing scientific society. The study of mathematics should encourage each student to perceive the nature of number and formulate generalizations about pattern and structure. The mathematics program should make an important contribution to a well-balanced total educational program at all grade levels, and each pupil should be provided an opportunity to know as much mathematics as he has the capability and interest to learn.

The spirit of question--explore--discover should replace the older pattern of tell--explain--memorize. The purpose is to develop in children an understanding of mathematics as well as an ability to perform accurately the mathematical processes. The mathematics program should develop independent thinking, reasoning, and an appreciation of mathematics as part of our cultural heritage.

The following diagram illustrates mathematics course offering for a comprehensive school program. Beginning in the junior high school, an elective program is provided. A student may elect "General Mathematics 1" or the "First Course in Algebra." Flexibility is provided by allowing a student to switch from the program of general courses to the program of electives for continuing formal education and vice versa. Accelerated opportunities are provided for the select few who complete the program through "Junior High Mathematics 2" in seven or less years of school. These students begin the "First Course in Algebra" earlier, thus accelerating their program and providing an opportunity to study at least two additional semesters of advanced mathematics.


Post High and Adult
Senior High
Junior High
Intermediate
Primary
Kindergarten

ELECTIVES FOR SALABLE SKILLS

Courses and experiences are to be elected and determined in relation to the vocational needs of the individual.

GENERAL COURSES

GENERAL MATHEMATICS 4
GENERAL MATHEMATICS 3
GENERAL MATHEMATICS 2

GENERAL MATHEMATICS 1

ELECTIVES FOR CONTINUING FORMAL EDUCATION

Advanced Mathematics
Second Course in Algebra
Geometry

First Course in Algebra

JUNIOR HIGH MATHEMATICS 2
JUNIOR HIGH MATHEMATICS 1

MATHEMATICS

MATHEMATICS

MATHEMATICS

Kindergarten Level - Mathematics

The experiences in mathematics should be directed toward readiness and the development of a foundation upon which to build the program in the primary grades.

Primary Levels - Mathematics

Sets and Operations - Sets of objects and one-to-one correspondence. Set concepts and language. Union, intersection, and solution sets.

Number Systems - Natural numbers, whole numbers, and fractional numbers.

Number and Numeral - Reading and writing numerals, cardinal and ordinal concepts of number, numerals as names for numbers, and counting.

Operations and Mathematical Principles - Addition and subtraction as inverse operations. Multiplication and division as inverse operations. Stress mathematical principles while studying the basic operations on natural numbers, whole numbers, and fractional numbers.

Numeration - Place value in base ten and expanded notation.

Mathematical Relations - Number sentences involving equalities and inequalities.

Measurement - Concept of unit of measure and standard units of measure, linear measure, capacity measure, money, weight, temperature, and clock arithmetic.

Geometry - Recognition of shapes and geometric forms, number line, and betweenness.

Statistics and Graphs - Pictographs and graphs on the number line.

Applications and Problem Solving.

Intermediate Levels - Mathematics

Sets and Operations - Work with sets of numbers, sets of points, and sets of lines.

Number Systems - Natural numbers, whole numbers, fractional numbers, and integers.

Number and Numeral - Numbers have many names, prime and composite numbers, ratios, decimals, and per cent.

Operations and Mathematical Principles - Basic operations on natural numbers, whole numbers, fractional numbers, and integers with stress on mathematical principles. Divisibility, greatest common factor and least common multiple.

Numeration - Place value in bases other than ten and exponents.

Mathematical Relations - Number sentences involving equalities and inequalities.

Measurement - Dry measure, perimeter, area, angle measure, volume, and metric measure.

Geometry - Paths and curves, planes, polygons, pyramids, cylinders, cones, spheres, relationships of line and plane, relationships of plane and space.

Statistics and Graphs - Bar graphs and pictographs, organizing and describing data, and statistical tables.

Applications and Problem Solving.

Junior High Mathematics 1

A sequential development and extension of the concepts studied in the primary and intermediate grades.

Junior High Mathematics 2

A sequential development and extension of the concepts studied in Junior High Mathematics 1.

General Mathematics 1, 2, 3, and 4

The instructional program should be commensurate with the ability of the student and based on a sequential development of the concepts previously studied. A study of algebra, geometry, trigonometry, statistics, and probability should be included.

First Course in Algebra

The theme of this course would be the nature and use of variables, with the elementary ideas and notions of sets employed to simplify, clarify, and unify the introduction to algebra. At the same time, the students would work with both inequalities and equations, and the properties of the number system would be kept to the fore at all times.

Geometry

In this course the theme would be geometry and deductive reasoning. Some coordinate geometry and the essentials of solid geometry and space perception would be incorporated with a somewhat curtailed treatment of traditional plane geometry.

Second Course in Algebra

This course would include algebra and elementary trigonometry centered around coordinates, vectors, and complex numbers. The theme would be real and complex numbers.

Advanced Mathematics

These are several alternative courses which may be offered at this level:

(1) Mathematical Analysis

(2) Probability and Statistics

(3) Analytic Geometry

(4) Third Course in Algebra

(5) Elementary Functions

(6) Introduction to Matrix Algebra

Any one of these courses may be studied in depth for a full year, or two of these courses may be condensed and taught for one semester each.

A more extensive description of the mathematics program for the junior and senior high schools is provided in the State Department of Education publication, "Guidelines for the Mathematics Curriculum in Junior and Senior High Schools."

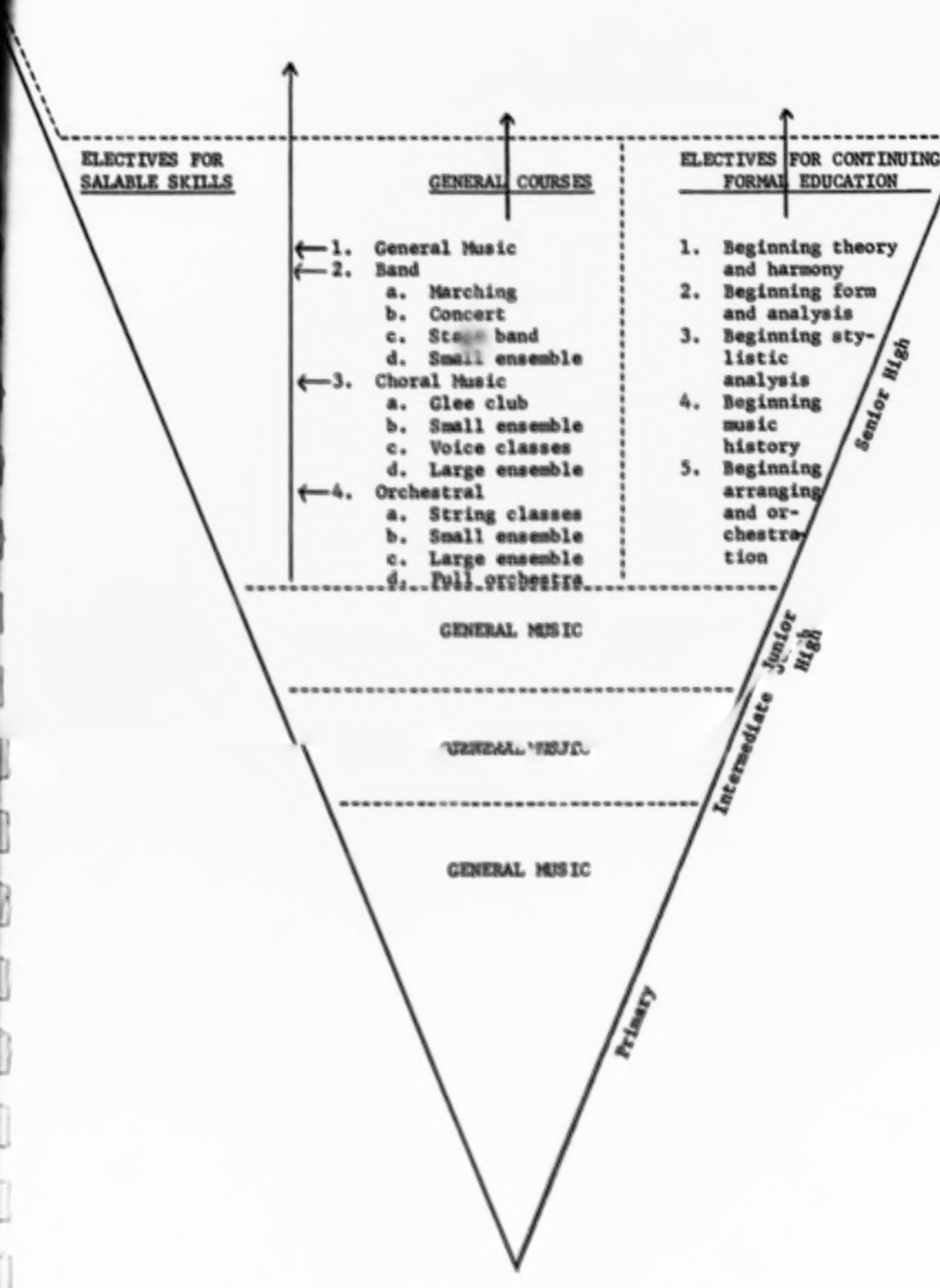
11. MUSIC IN A COMPREHENSIVE EDUCATIONAL PROGRAM

The music program in a comprehensive educational program is aimed toward the development of the individual to the full degree of his emotional response, talent, and comprehension both in terms of specific music skills and an understanding of music as a Fine Art within our society.

The human voice is utilized as the basic tool for the development of these skills and understandings and the course of study is directed toward the finding, utilization and development of this instrument. For the first few years of study concomitant musical skills and understandings are outgrowths of the singing program. Simple classroom instruments are added later. The program stresses the development of conceptual understandings in the areas of melody, rhythm, harmony, interpretation and creation. The program would, of course, become more sophisticated as it went through each level of instruction.

Parallel to the general music program and beginning at the intermediate level, there would be a formal program of instrumental study through heterogeneous class lessons leading to the development of instrumental performing groups at the secondary level.

Paralleling the general music program at the secondary level there are additional elective courses designed for those students showing excellence in music and aimed at preparing the student for entrance into a school of music at the college, university, or conservatory level.


ELECTIVES FOR SALABLE SKILLS
GENERAL COURSES
1. General Music
2. Band
a. Marching
b. Concert
c. Stage band
d. Small ensemble
3. Choral Music
a. Glee club
b. Small ensemble
c. Voice classes
d. Large ensemble
4. Orchestral
a. String classes
b. Small ensemble
c. Large ensemble
d. Full orchestra
ELECTIVES FOR CONTINUING FORMAL EDUCATION
1. Beginning theory and harmony
2. Beginning form and analysis
3. Beginning stylistic analysis
4. Beginning music history
5. Beginning arranging and orchestration
Senior High
GENERAL MUSIC
Junior High
GENERAL MUSIC
Intermediate
GENERAL MUSIC
Primary

Music at the elementary level includes a five point program providing experiences in singing, classroom instruments, listening, rhythmic work, and creative opportunities and is based, in general, on those specifics found in the elementary music curriculum guide.*

Music at the junior high school level would be a continuation of the elementary program with more stress on singing, listening, and creative opportunities. Orchestral, band, and "folk" instruments will replace the classroom instruments of the elementary level. There will be less emphasis on specific, structured rhythmic activities.

For senior high school level and beyond, a curriculum of music courses will be provided which would allow the student to elect an additional four years of general music, plus selected electives of a more technical nature for those individuals who plan to enter music school at the college or university level. In addition, a complete elective curriculum of music performing groups, both vocal and instrumental is provided including general music based on the above - heaviest emphasis on listening experiences and evaluation of them - much less emphasis on rhythmic work, instrumental study, creative experiences and singing.

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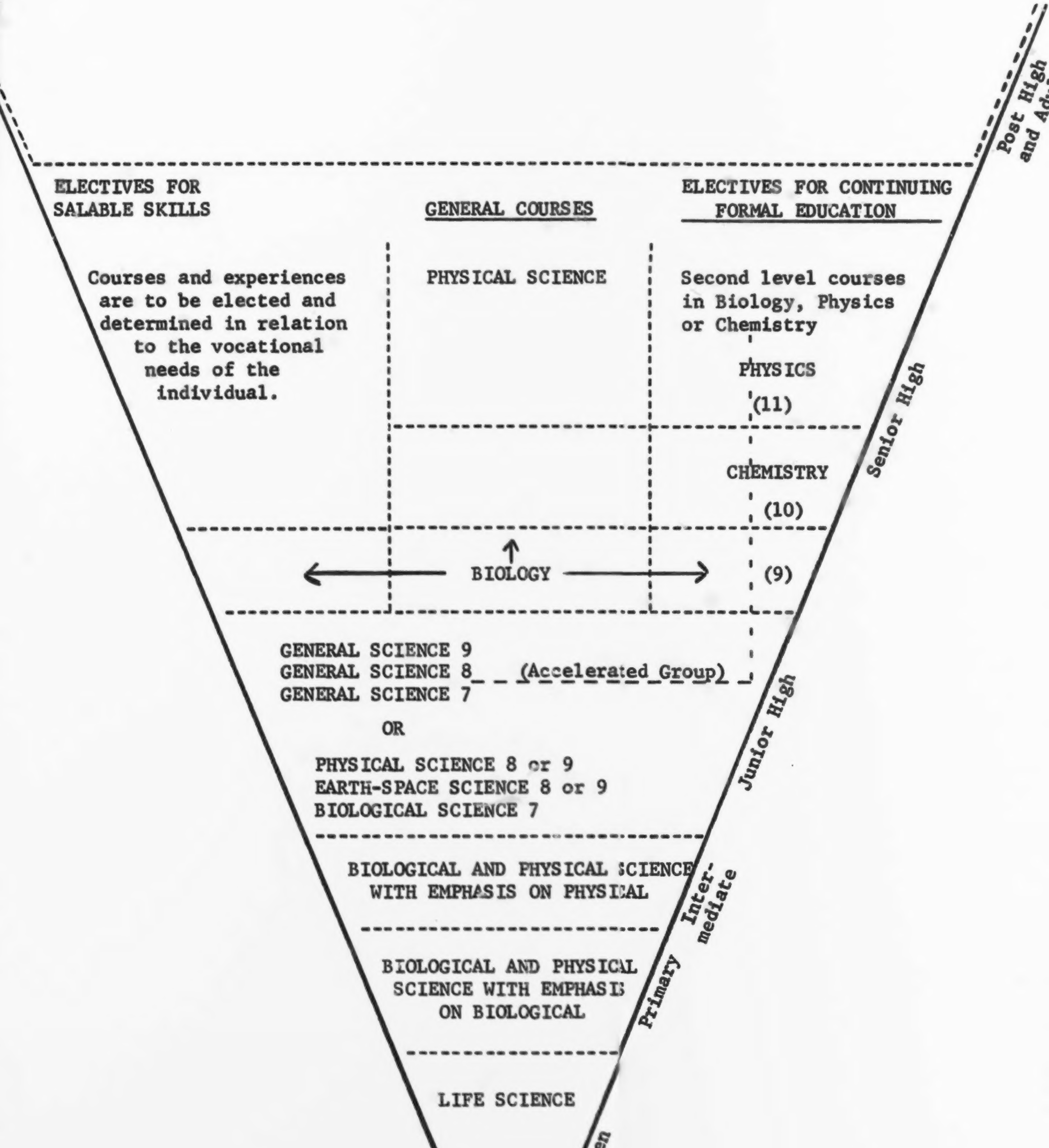
* "Music In Your Classroom" --A curriculum guide for elementary music. Published by the West Virginia State Department of Education, 1963.

12. SCIENCE IN THE COMPREHENSIVE EDUCATIONAL PROGRAM

Science in a comprehensive educational program includes those basic concepts, principles and modes of inquiry that result in a scientific literacy needed for living in an ever-changing scientific society. The study of science should develop systematic observation, quantitative thinking, and a desire for further scientific exploration. These outcomes can be more effectively achieved when the science program becomes one in which students are actively engaged in the solution of problems. Such a program places the student in the role of an "investigator" and demands that he apply scientific laws and principles as bases to the forming of hypothesis leading to a possible solution of the problem at hand. The intent and the philosophy of the so-called "new" programs developed by National Curriculum Study Groups promote these outcomes and are recommended. These programs demand facilities and equipment suitable for laboratory work on the part of all students. A laboratory science being herein interpreted to mean a minimum of 40 per cent of the time allotted for science instruction be spent in a laboratory facility by students doing either individual laboratory work or small group projects as well as teacher demonstrations. A laboratory facility is one wherein all services (water, gas, electricity, and storage) are available throughout the laboratory for student use regardless of the science being taught. A room with these services made available only at a teacher demonstration desk is not a laboratory. This is particularly true for grades 7-12. Separate lecture areas should be made available for those times when instruction involves desk work. To do lecture-type work in the laboratory is a luxury our schools cannot afford. For the elementary level the minimum facility would be a science "corner" with all services available.


ELECTIVES FOR SALABLE SKILLS
GENERAL COURSES
ELECTIVES FOR CONTINUING FORMAL EDUCATION
Courses and experiences are to be elected and determined in relation to the vocational needs of the individual.
PHYSICAL SCIENCE
Second level courses in Biology, Physics or Chemistry
PHYSICS
(11)
CHEMISTRY
(10)
BIOLOGY
(9)
GENERAL SCIENCE 9
GENERAL SCIENCE 8
(Accelerated Group)
GENERAL SCIENCE 7
OR
PHYSICAL SCIENCE 8 or 9
EARTH-SPACE SCIENCE 8 or 9
BIOLOGICAL SCIENCE 7
BIOLOGICAL AND PHYSICAL SCIENCE WITH EMPHASIS ON PHYSICAL
BIOLOGICAL AND PHYSICAL SCIENCE WITH EMPHASIS ON BIOLOGICAL
LIFE SCIENCE
Post High
Senior High
Junior High
Inter-mediate
Primary
Kindergarten

The diagram illustrates course offerings for a comprehensive educational program. Grades one through six are self-explanatory. Beginning in grades seven, eight, and nine, there is a choice. A school may elect a general science program or a specialized approach. Concerning the former, care must be exercised to avoid needless repetition. This can best be accomplished through a science curriculum guide produced by the local school division. This program lends itself well to an acceleration at grade level nine for the academically able or talented students. These students are permitted to take biology at grade level nine, chemistry 10, and physics 11 leaving a void at grade 12 for second level courses. If there is no need to accelerate students, then a course in Earth-Space Science may be substituted at grade nine.

A school may elect to concentrate or specialize at grade levels seven, eight, and nine in the specialized approach. A typical sequence might be as follows:

Grade 7 - Biological Science
Grade 8 - Physical Science
Grade 9 - Earth-Space Science

This sequence is purely suggestive. Some feel that Earth-Space and Physical Science need to be reversed as presented because of the arithmetic needed for Physical Science. There is much by way of arithmetic in a space-oriented science course. The particular sequence is at the option of the local schools according to the need of the individual students and teacher preparation. Students following such a program will take their Biology at grade 10, Chemistry at grade 11, and Physics at grade 12. These students will graduate with one and one-half years of Physics, one and one-half years of Chemistry, one and one-half years of Biology, and one year of Earth-Space Science.

Students following the general education program may elect to terminate their science education with the completion of Biology at grade 10 or take a terminating course in Physical Science at grade 12. This is advisable for schools choosing General Science in grades seven, eight, and nine instead of a specialized approach.

Students following vocational program may complete their formal science courses with the completion of Biology and thus enter a series of specialized experiences related to their technical or occupational preparation. This does not necessarily mean these students would be denied the option to take so-called higher sciences in the other programs.

AREAS OF CONTENT

Physics - Mechanics, heat, sound, electricity and magnetism, light, atomic physics, nuclear physics, electronics. Skills in mathematics (algebra, geometry, trigonometry).

Chemistry - Atomic structure, chemical reactions, kinetic theory, phases of matter, reaction rates and chemical equilibrium, solutions, chemical calculations, chemical bonding, representative groups and families of the Periodic Table.

Biology - To include instruction in basic life processes, diversity, similarities and continuity among living things, human anatomy and physiology, and ecological relationships including conservation.

Earth-Space Science - To include instruction in the following areas: geologic aspects of the ever-changing earth, meteorology (weather and climate), astronomy (motions of heavenly bodies, solar system, moon, sun, stars, galaxies, the nature of the universe), and astronautics.

Physical Science - Introductory aspects of areas listed for physics and chemistry.

Biological Science (junior high) - Introductory aspects of areas listed for biology.

Second Level Courses - So-called advanced courses to include instruction in depth for areas listed in either biology, chemistry, physics, or earth-space science.

General Science 7, 8 and 9 - To include instruction of a "general" or introductory nature in physics, chemistry, biology, and earth-space science from the areas of content listed above. Such a program necessitates the use of a curriculum guide produced by the local school division to insure sequential development of topics with a minimum of needless repetition.

Elementary - Grades 4, 5 and 6 - Introductory topics of biological and physical science with emphasis on physical. Grades 1, 2 and 3 - Introductory topics of biological and physical science with emphasis on biological.

The range of educational experiences includes the nature of the universe, the structure and reactions of matter, the conservation and transformation of energy, and the interaction between living things and their environment. Because of the explosion of knowledge, an attempt at "coverage" of the topics listed above would indeed be futile at any grade level.

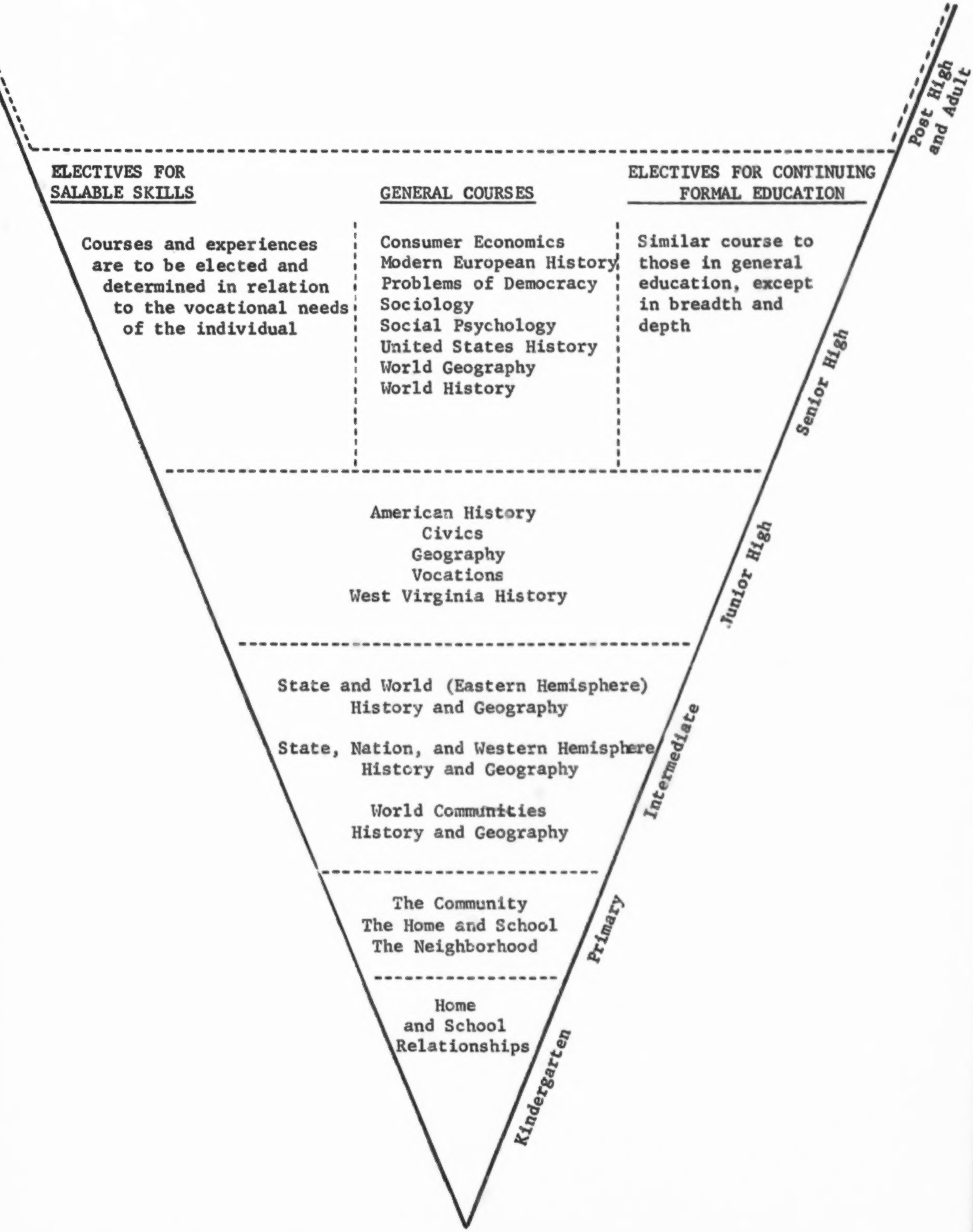
13. SOCIAL STUDIES IN THE COMPREHENSIVE EDUCATIONAL PROGRAM

Social Studies must develop competency in human relations, social responsibility, appreciation of the American heritage, and an understanding of the relationship of the United States to the rest of the world.

These objectives can best be realized in the elementary school through the employment of the expanding environment concept in determining the scope and sequence of the social studies program. The content of the program must be determined by the readiness, needs and interest of the children and the needs of society.

At the secondary level the learning of facts and the understanding of such ideas as the concepts of culture, the suprarational, the social group, economic and political organization, interdependence, freedom of the individual and the forces of nature must take place within a framework that gives meaning and relevance to the material learned. The relationship of such facts and concepts to the persistent problems which are common to all societies provides such a framework. Change and how to regulate it in order to preserve that which is best in society, interdependence among individuals and groups, the preservation and use of our natural and human resources, what is best in economic organization, how men can best organize politically in order to insure balance between individual freedom and social control, and the place and function of religion, philosophy and esthetics in ordering human life are examples of such problems.

Information, events and ideas when taught in such a framework and supplemented by school related experiences will lead to the goals of the social studies program.



ELECTIVES FOR SALABLE SKILLS

Courses and experiences are to be elected and determined in relation to the vocational needs of the individual

GENERAL COURSES

Consumer Economics
Modern European History
Problems of Democracy
Sociology
Social Psychology
United States History
World Geography
World History

ELECTIVES FOR CONTINUING FORMAL EDUCATION

Similar course to those in general education, except in breadth and depth

American History
Civics
Geography
Vocations
West Virginia History

State and World (Eastern Hemisphere) History and Geography

State, Nation, and Western Hemisphere History and Geography

World Communities History and Geography

The Community
The Home and School
The Neighborhood

Home and School Relationships

AREAS OF CONTENT

Elementary

Following the concept of the ever widening horizon of the child elementary social studies should progress from home and family relationships to the school, the neighborhood and the greater community with emphasis on the relationships and responsibilities of the child to each. Following the same concept the story of America's development and its relation to the world is developed through the intermediate grades.

Junior High

Geography - The Universe and Earth: Shape, movement, concepts of time, distance, latitude, longitude, maps, graphs, and charts.
The United States and the World: Weather, resources, commerce, communication, and transportation.

American History - Exploration and colonization of the New World, struggle for independence, establishment of a Union under the Constitution, expansion and developments leading to Sectionalism.

Civics - Ideals of American democracy, local,state and federal government and their functions. The individual's place and responsibility in community, state, and nation.

West Virginia History - Study of West Virginia: Backgrounds, statehood, growth and development, present economy, problems and potential.

Vocations - Student appraisal of vocational and educational potentialities, source of vocational information, techniques of making vocational or educational choice.

Senior High

The following courses are research oriented. Considerable effort will be made to enable the advanced student to study selected concepts, epochs or regions in depth.

World History - Ancient civilizations, medieval civilizations and the foundation of the modern world, modern civilizations with emphasis on ideas and institutions. The contemporary setting. Study of comparative economic and political systems including Capitalism, Socialism and Communism.

United States History - Review of exploration and colonization of new world, struggle for independence, establishment of the Union, western expansion and problems leading to sectionalism. Major emphasis on events from 1865 on. The making of modern America, political parties, a nation emerging to a World Power through wars, depressions and prosperity, world leadership.

Problems of Democracy - Restudy of Legislative, Executive and Judicial branches of government. Local, state, federal and world government and relationship of each. Study of problems of government such as labor, housing, banking, transportation, finance. Institutions and ideas in our society.

World Geography - Earth in space, lands and resources, global lines of commerce, interdependence of nations, shrinking world.

Consumer Economics - Basic study of economic principles with major emphasis on practical aspects of everyday economic problems.

Sociology - Emphasis on social problems such as education, marriage and family, crime and juvenile delinquency, welfare and intergroup relations.

Social Psychology - Basic principles of learning, personality development and mental health. Effects of heredity and environment. Marriage and family life.

14. SPECIAL EDUCATION IN THE COMPREHENSIVE EDUCATIONAL PROGRAM

Special education is a reflection of the democratic concept that equality of opportunity should be provided to everyone. The education of exceptional children is a reflection of ideals which are an integral part of our society.

Special education is for the child who deviates intellectually, physically, socially, or emotionally so markedly from what is considered to be normal growth and development that he cannot receive maximum benefit from a regular school program and requires a special class or supplementary instruction and services. Special methods and provisions must be developed for these children.

The goal of the special education program is to help the physically handicapped, the mentally handicapped and the mentally gifted to achieve a realistic degree of life adjustment. If the child cannot go to school by reason of a physical incapacity or health problem, education will be brought to him in the hospital or in his home by teachers directly or by radio, television or telephone.

There are numerous administrative plans through which special education is provided. Chief among these plans are the special school in a local community, the special class, the resource room, the itinerant teacher, and home or hospital teaching. Other features for meeting the needs of special groups are adjusted school schedules, special methods of instruction, special equipment, and a modified curriculum. Each of the plans mentioned above is essential to a total special education program. No one is more important than another.

There are nine essentials to a minimum program for the education of exceptional children. These are: (1) early discovery, (2) diagnosis and selective placement, (3) survey and continuous census, (4) psychological services, (5) staff orientation both in-service and preservice, (6) continuous guidance and counseling services, (7) assistants for teachers who teach exceptional children, (8) adequate transportation facilities, and (9) competent teachers. The last one is the most important single factor.

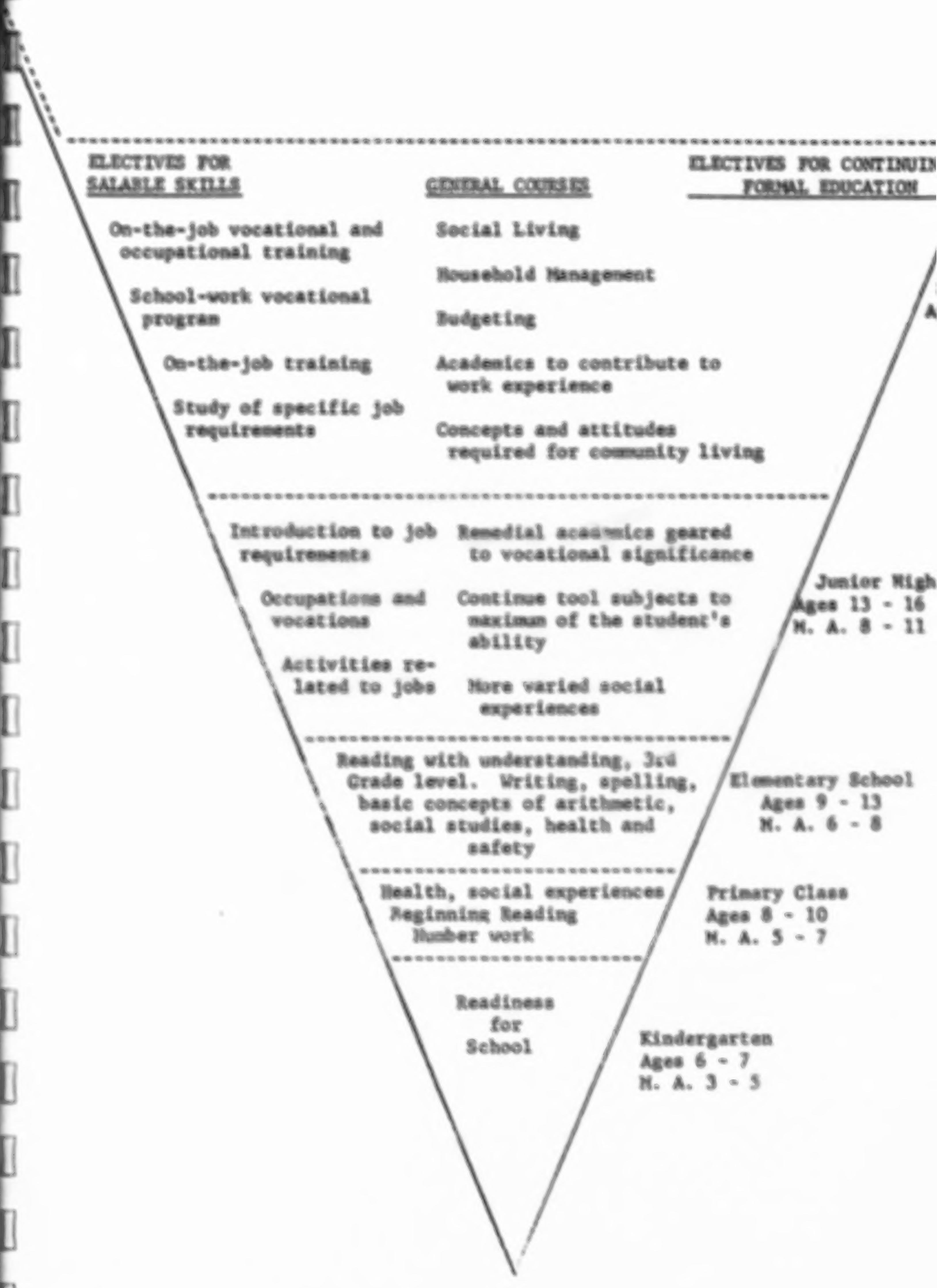
The scope and sequence for a complete comprehensive program of special education are so vast that only one plan (the special class), and one handicap (mental retardation) will be used to illustrate the organization of a comprehensive program.

A PROGRAM FOR THE EDUCABLE MENTALLY RETARDED CHILD

The term "educable" means that the individual is not capable of being educated profitably and efficiently through ordinary classroom instruction, but will benefit from special classrooms with special equipment and especially trained teachers.

The objectives of a good school program are to train the child to be able to make his own living and to aid him in getting along satisfactorily with others in his community. He must be taught many things that a normal child takes for granted or learns in his pre-school years. These children cannot be forced into tasks before they are ready. When their minds have developed sufficiently, they will begin to learn. Since a child's mental age is the best single criterion for estimating his academic achievement status, it is important to have periodic rating of his readiness as he progresses through the program.

At all ages, emphasis is placed upon the practical aspect of his education. The social, emotional and vocational development are prerequisites to vocational placement and job success. The academic aspects are secondary. The child is introduced to the basic tool subjects, reading, writing, and arithmetic, only when he is ready for them.



ELECTIVES FOR SALABLE SKILLS

- On-the-job vocational and occupational training
- School-work vocational program
- On-the-job training
- Study of specific job requirements

GENERAL COURSES

- Social Living
- Household Management
- Budgeting
- Academics to contribute to work experience
- Concepts and attitudes required for community living

ELECTIVES FOR CONTINUIN
FORMAL EDUCATION

- Introduction to job requirements
- Occupations and vocations
- Activities related to jobs

- Remedial academics geared to vocational significance
- Continue tool subjects to maximum of the student's ability
- More varied social experiences

Junior High
Ages 13 - 16
M. A. 8 - 11

Reading with understanding, 3rd Grade level. Writing, spelling, basic concepts of arithmetic, social studies, health and safety

Elementary School
Ages 9 - 13
M. A. 6 - 8

Health, social experiences
Beginning Reading
Number work

Primary Class
Ages 8 - 10
M. A. 5 - 7

Readiness
for
School

Kindergarten
Ages 6 - 7
M. A. 3 - 5

The curriculum for mentally handicapped children should be developmental in nature and include those experiences that will insure the achievement of the basic objectives of the program. By "developmental" is meant that specific skills and concepts are introduced and taught when the child has achieved the maturity and has had the experiences necessary for their acquisition.

KINDERGARTEN	Ages 6 - 7
LEVEL I	Mental Age 3 - 5

This level is for the child who is not yet mature enough to be able to do basic tool subjects. He is hardly ready to conform to the rigidity of a formal teaching situation and must be allowed more permissiveness than a regular classroom usually tolerates. This is a readiness period and the activities will consist mostly of games, music, and other informal activities designed to develop simple concepts and general maturity.

PRIMARY CLASS	Ages 8 - 10
LEVEL II	Mental Age 5 - 7

Children of primary level have passed through or achieved Level I and are now mentally mature enough to begin the basic principles of reading and number work, although more emphasis is placed on reading. They are allowed to progress without pressure, with much attention still given to social and emotional development. In most instances, the children will be at the readiness stage of reading. The curriculum should, in general, revolve around health; social experiences; readiness activities; visual and auditory discrimination; speech and language development; familiarity with common materials, their uses and methods of using them; quantitative concepts; and motor skills.

ELEMENTARY CLASS	Ages 9 - 10 to 12 or 13
LEVEL III	Mental Age 6 - 8

Pupils by now should have established a background of academic work and are ready for reading with understanding, writing, spelling, and basic concepts of arithmetic. Attention is also given to their relationships to the home, the school, and the community. Health and safety can now be stressed with demonstration and practice. It is in this level that the pupil usually makes his greatest progress in the academic subjects. They should be achieving academically at least at the beginning reading stage. The highest achievers should be reading, performing in other skills, and comprehending at approximately the third-grade level.

The curriculum of the Elementary Class is developed around two major areas of emphasis: (1) the improvement of general living skills, and (2) the development of proficiency in the understanding and use of academic skills. The emphasis is about equally divided. The skills are taught as integrated activities rather than apart from each other.

There are only a few basic academic skills a child can learn. The fundamental skills are reading and arithmetic. Closely associated with reading are the other language arts skills - oral expression, spelling, and writing.

Reading: Mentally handicapped children should be taught to read with comprehension and understanding to their maximum ability. They usually will be capable of achieving high third or low fourth grade reading ability. This level is not sufficiently high to make them competent, efficient readers, but they will have sufficient command of the reading skill to be able to use it in acquiring information.

Spelling: Spelling and writing, while taught as skills, should be taught only in relation to their use. Spelling words are best selected from among the words used in the child's various written activities. This insures the inclusion of those words the child needs. The first 100 words of the Horn Word List includes 65% of the running words written by adults.

Writing: Writing is primarily a visual-motor activity. Since these children are older and have more physical maturity, they probably have more highly developed motor skills to apply to writing. The only purpose in writing, as well as spelling, is for use in written communication.

Arithmetic: Arithmetic skills and basic quantitative concepts are of fundamental importance in independent community social and economic adjustment. These concepts and skills are used continuously in everyday activities. They are so numerous in terms of temporal, linear, quantitative, and money measurements, and use, that it is almost impossible to enumerate them all. Approximately 70% of the arithmetic the child will use as an adult deals with money; 23% with measurement. It is important to learn at this level the basic number combinations.

Social Studies: The other emphasis of the curriculum (living skills) is the continuation and extension of the primary program. The experiences, largely developed through social studies units of experience, consist of those designed to promote growth in a more acceptable and effective adjustment to the personal, social and physical environment of the child.

JUNIOR HIGH SCHOOL	Ages 13 - 16
LEVEL IV	Mental Ages 8 - 11

It is at this level that the pupil should be introduced to various occupations or vocations. Although progress in academic subjects should continue until the pupil's maximum potential is reached. Vocational preparation, as such, begins to share his attention. It is here that the Division of Vocational Rehabilitation may be invited to assist with the vocational diagnosis and prognosis of the pupil.

The curriculum of the Junior High School program is an important part of the total program for the mentally handicapped child. It should in no sense be considered as the terminal educational experience for these children just because they can legally stop at the age of 16. The program must be planned for them until they are ready to take their place in society. This means they have been employed.

The Junior High School period provides: (1) a time for consolidation of social and academic skills learned at the lower levels; (2) opportunities for greater and more varied social experiences; (3) readiness for learning about jobs and job requirements. Knowing the child and being familiar with the facilities available, the teacher is now in a position to plan a vocational program for the child.

Academics: The academic portion of the program is continued, particularly remedial reading and arithmetic. The purpose of the Junior High School is to provide greater experience which will foster effective use of these skills in a vocational area. Problems requiring academic skills that arise in the shops and laboratories should form the basis for the instruction of reading, language arts, arithmetic, and the other communication skills.

Expanded social experiences and skills are a second area of emphasis at the Junior High Level. These children are now becoming more and more aware that their days in school are limited and that within the next two or three years they should be maintaining themselves. With this need developing, the whole area of vocations should be explored. This should include a study of jobs, job requirements, applications for jobs and activities directly related to jobs - find one, transportation, social security, and so forth.

SENIOR HIGH SCHOOL	Ages 16 - 18 or 19
LEVEL V	Mental Age 10 - 15

When the pupil has completed Level IV and reached the age of 16 years, he should be ready for Level V. This level consists mainly of vocational or occupational training with continuation of those auxiliary areas of instruction that contribute to successful work experience. This training may be part-time work and part-time school; full-time apprenticeship; vocational school work; or full-time training as a client under the Division of Vocational Rehabilitation. On successful placement in employment, the pupil may be graduated and given a certificate or diploma. Regardless of the service received, the pupil continues to be the responsibility of the teacher until he is successfully placed on a job or has received maximum service from the school program.

The program in the Senior High School should be planned to continue until the student is ready to take his place in the community. Primary emphasis can now be devoted to the provision of experiences and development of concepts and attitudes required in wholesome contributing community membership. The program in occupations should be planned to cover two or three years. The first year should be an intensive study of jobs and job opportunities in the community with an awareness of all the problems related to these jobs; an extension of the Junior High School program. A youth should be placed in many positions during this period. This will provide him with an opportunity to evaluate himself and his abilities in relation to job requirements. The second and third year should involve a school-work program where the youth is employed on a job for part of the day and participating in a supplementary school program the remainder of the day. The final year should be an intensification of this with only one or two selected job experiences being provided. Problems of social responsibility, taxes, social security, household management, and budgeting, etc., are now introduced in a meaningful way.

The work in the classroom and shops should again be designed to aid in the vocational adjustment of the youth. Numerous manual arts and home economics experiences should be included in the program on the same basis as at the Junior High School level.

One of the most important functions of the teacher in a high school class is counseling. An initial acquaintance with the community including the social, political, and vocational aspects is essential. Provisions must be made to teach each youth to evaluate his abilities and disabilities fairly objectively and accurately in terms of the requirements of the situation.

15. TECHNICAL EDUCATION IN THE COMPREHENSIVE EDUCATIONAL PROGRAM

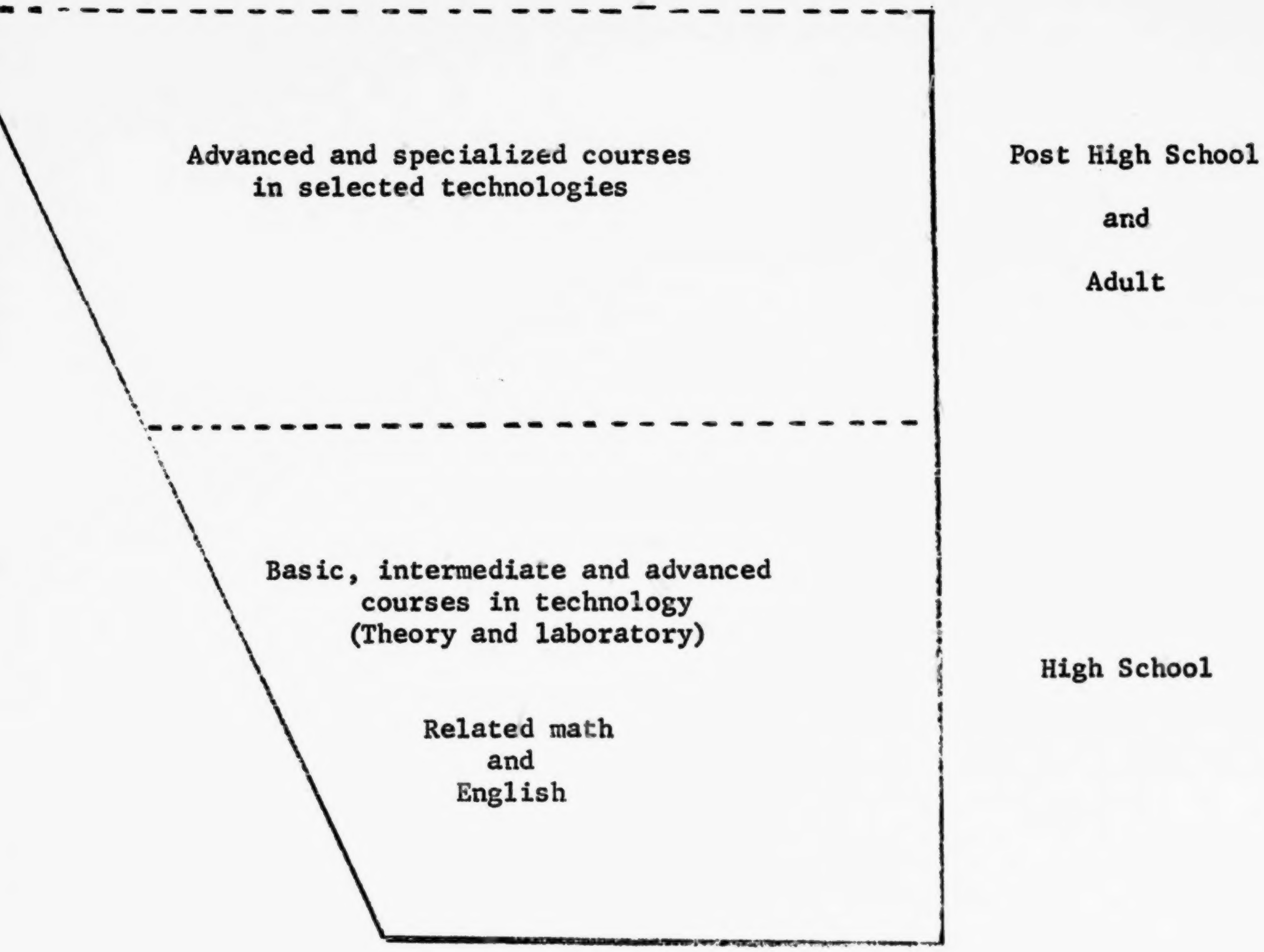
The purpose of technical education in the comprehensive educational program is to prepare individuals for useful employment as technicians in occupations requiring scientific or technical knowledge and to provide training or retraining for youth and adults, including related technical instruction in scientific and technical fields.

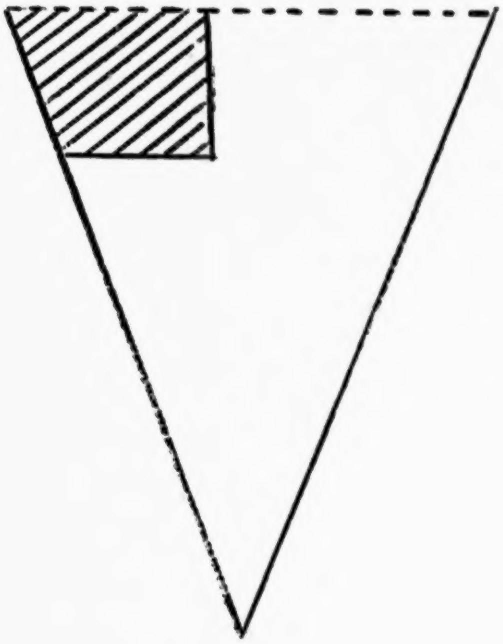
Technical education provides intensive instruction in a chosen area of technology with emphasis on the functional aspects of mathematics and science. It offers a selected series of courses designed to provide the student with experiences from a cluster of related technical occupations. Instruction is organized in a manner that will permit the student to qualify for an entry level position or for advanced training in a specific technological occupation. The student may also qualify for college entrance.

At the secondary level basic, intermediate, and advanced courses are provided in one or more fields. All courses include theory and laboratory experiences with emphasis on design and testing rather than on production through manipulative skill. The development of understandings about materials, equipment, and processes is emphasized.

Technical occupations are found in a wide range of employment opportunities that include manufacturing, construction, research, health, agriculture, maintenance, and government. Technicians of one type or another are found in many phases of the work within a specific field. Some of the technical education programs being provided are chemical technology, civil technology, electronic data processing, and electronic technology.

SALABLE SKILLS


Advanced and specialized courses in selected technologies
Post High School
and
Adult
Basic, intermediate and advanced courses in technology (Theory and laboratory)
Related math and English
High School



AREAS OF CONTENT

Chemical Technology - The basic course includes fundamental principles and concepts in chemistry with emphasis on atomic structure, periodic classification and chemical bonding. The intermediate course emphasizes quantative analysis, titrimetry and gravimetric analysis. Laboratory procedures are stressed and continued into the summer sessions. The advanced course is based on a unified approach to organic chemistry stressing instrumentation of chemical processes.

Civil Technology - The basic course gives emphasis to technical drafting, construction drawings, and surveying. The intermediate course includes map making, measuring devices, projections, elevations, reliefs, grids and coordinates. The summer session stresses field work in mapping and surveying. The advanced course includes instruction in instruments, advanced surveying and field projects.

Electronic Data Processing - The basic course provides instruction in computer mathematics including determinants, functions, probabilities, statistics and algorithms. Electronic accounting machines and peripheral equipment are studied and used. The intermediate course emphasis is given to the evolution and development of data processing. The student works with electro and mechanical accounting machines with some application to basic computers. During the summer session the student studies systems design and development. The advanced course includes computer programming and field projects in data processing.

Electronic Technology - The basic course provides instruction in basic electronics including circuitry, electronic theory, electronic devices and their application. The intermediate course includes instruction in rectification, and amplification and oscillation. Correct use of test equipment is stressed. During the summer session emphasis is given to application of electronic theory to special circuits. The advanced course provides instruction and laboratory experience in combining theory and circuitry to usable components as used in communication systems with emphasis on testing and diagnosing malfunctions.

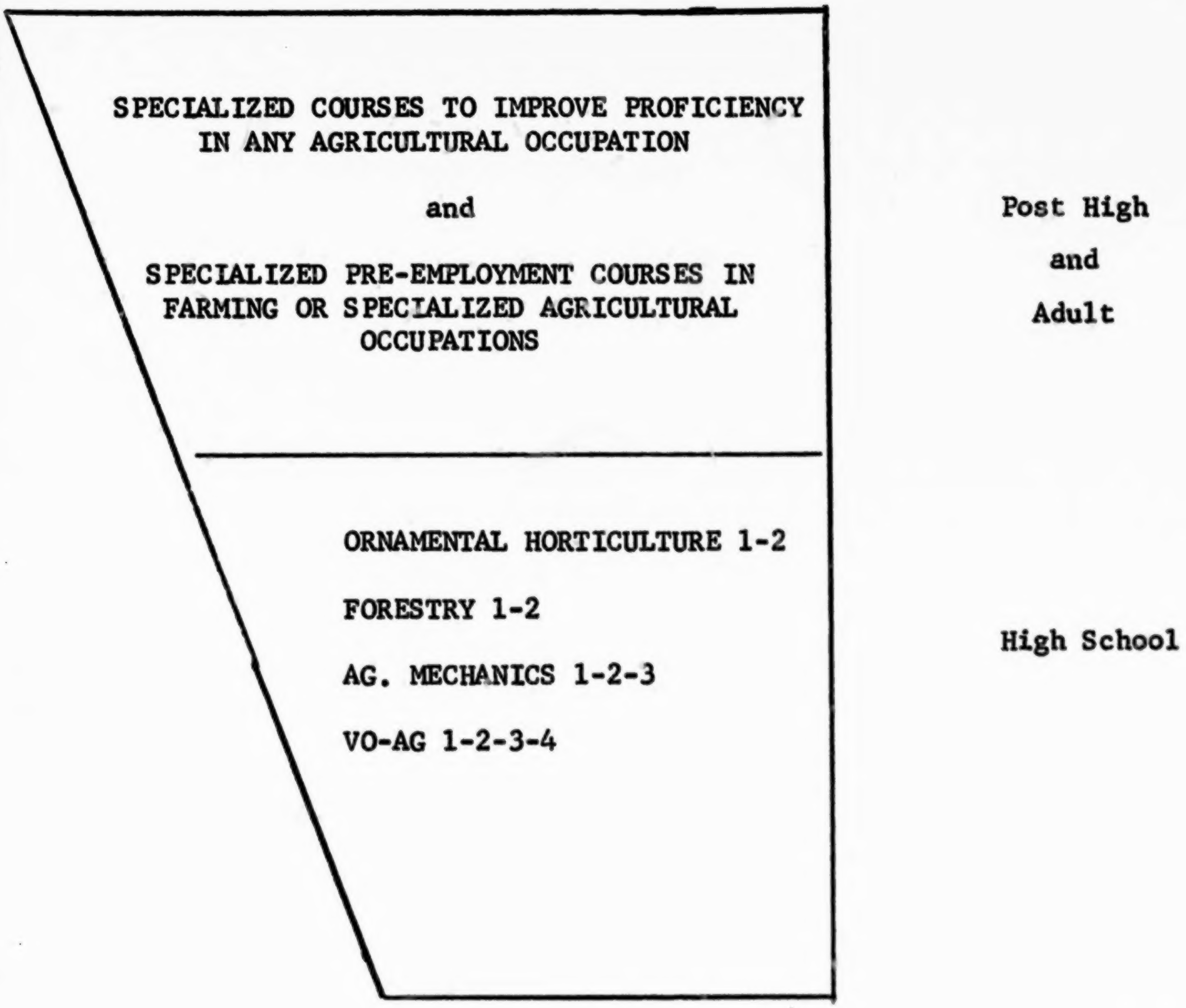
As employment opportunities increase, additional technical education curriculums will be developed and made available.

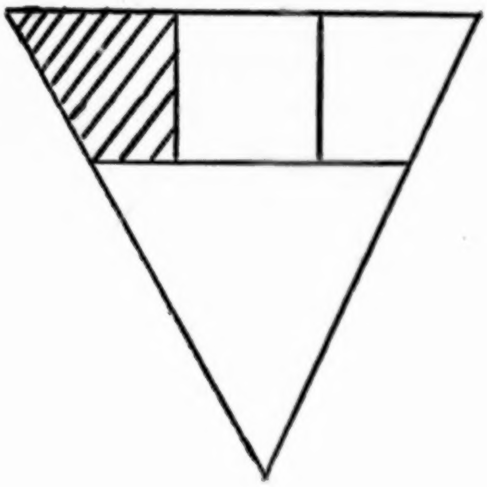
16. VOCATIONAL AGRICULTURE IN THE COMPREHENSIVE EDUCATIONAL PROGRAM

Vocational agriculture at the secondary level provides courses for students preparing for farming, other scientific agricultural occupations, or any occupation involving knowledge and skills in agricultural subjects. It provides the basic skills and knowledges needed for those students planning advanced study in agricultural colleges. Specialized courses are offered for those students planning for specific occupations such as ornamental horticulture and forestry.

At the post high school level, vocational agriculture provides more specialized courses for young men striving to become established in farming or planning to enter technical agriculture occupations. Adult programs are offered for people in the various agricultural occupations who wish to improve their proficiency in the occupation.

All courses in vocational agriculture are vocational and fit into the comprehensive educational program as electives in the salable skills area. They include individual supervised work experience programs commensurate with the students occupational objective.


SPECIALIZED COURSES TO IMPROVE PROFICIENCY IN ANY AGRICULTURAL OCCUPATION
and
SPECIALIZED PRE-EMPLOYMENT COURSES IN FARMING OR SPECIALIZED AGRICULTURAL OCCUPATIONS
ORNAMENTAL HORTICULTURE 1-2
FORESTRY 1-2
AG. MECHANICS 1-2-3
VO-AG 1-2-3-4
Post High
and
Adult
High School



AREAS OF CONTENT

Vo-Ag I includes Careers in Agriculture, Beginning Study of Plant and Animal Science, Community Leadership Training and Farm Family living.

Vo-Ag II continues the Study of Plant and Animal Science, Community Leadership Training and Farm Family Living and adds Soil Science and Management, Farm Forestry and Wildlife. The Plant and Animal Science area will be geared to the type of agriculture in the community and to the particular interests of the students.

Vo-Ag III and IV provides greater depth of study of Plant and Animal Science (specialization), Soil Science, Farm Forestry and Community Leadership Training. Farm Business Management will be stressed during these two years to include Record Keeping, Financing and Marketing.

Agricultural Mechanics I includes instruction in the areas of Farm Shop, Farm Power and Machinery, Soil and Water Management, Electricity, and Farm Structures. The instruction will deal primarily with basic knowle and skills in these areas.

Agricultural Mechanics II includes and continues with instruction in the areas of Farm Shop, Farm Power and Machinery, Soil and Water Management, Electricity, and Farm Structures. The student will be allowed to specialize in one or more of the above five areas.

Agricultural Mechanics III provides further specialization in one area of Agricultural Mechanics.

Forestry I includes Orientation to Forest Occupations, Botany and Tree Identification, Forest Practices, Surveying, Cruising, Scaling and Grading, Drafting and Mapping, Forest Protection, Harvesting and Marketing, Timber Management, and Wood Utilization.

Forestry II is designed for study in depth on one or more segments of the first-year program.

Ornamental Horticulture I affords some of the basic skills, knowledges, and understandings of the primary principles relating to Ornamental Horticulture, Floriculture and Landscaping.

Ornamental Horticulture II is concerned with the more advanced concepts, principles, understandings, and skills essential to the production, management, merchandising and marketing in the areas of Floriculture, Ornamental Horticulture, and Landscaping. Opportunity is provided for some degree of specialization in such areas as Nursery Production, Greenhouse Production, Turf Management and Landscaping.

POSSIBLE OPTIONS FOR VOCATIONAL EDUCATION IN AGRICULTURE

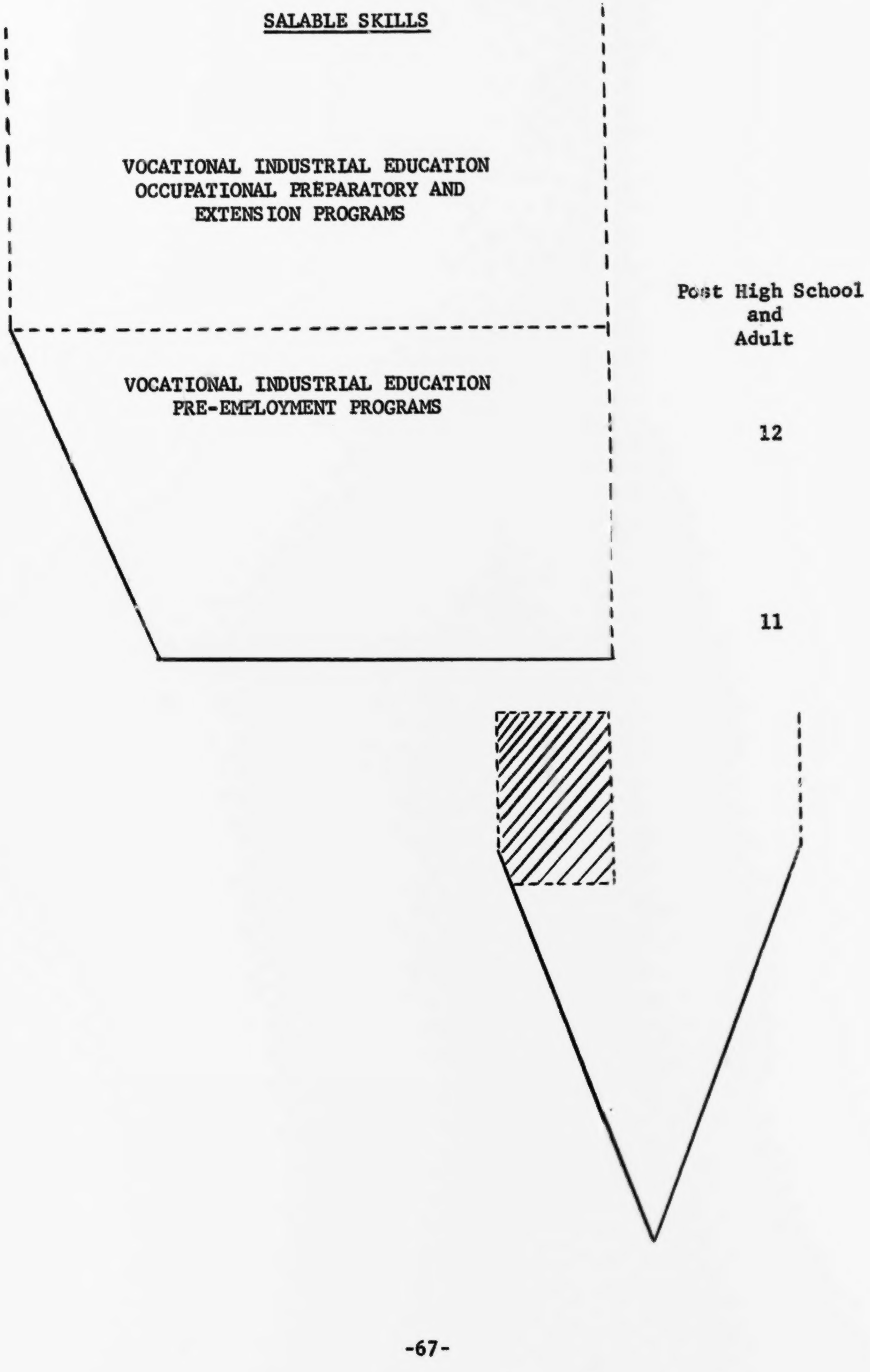
Occupational Goal	
Farming Occupations	Either three or four years of Vo-Ag plus one or two years of Agricultural Mechanics.
Professional Agricultural Occupations	Two or three years of Vo-Ag plus one year of Agricultural Mechanics.
Forestry Occupations	One or two years of Vo-Ag, one year of Agricultural Mechanics and one or two years of Forestry.
Agricultural Mechanics Occupations	One or two years of Vo-Ag plus two or three years of Agricultural Mechanics, one year Welding or Auto Mechanics may be substituted for one year of Agricultural Mechanics.
Agricultural Sales Occupations	Two years of Vo-Ag plus one year of Agricultural Mechanics and one year of Distributive Education.
Agricultural Service Occupations	Two years of Vo-Ag plus one year of Agricultural Mechanics and one year of specialization in the Agricultural Services field.
Ornamental Horticulture	One year of Vo-Ag plus two years of Ornamental Horticulture.

17. VOCATIONAL INDUSTRIAL EDUCATION IN THE COMPREHENSIVE EDUCATIONAL PROGRAM

Vocational Industrial Education encompasses an area of Vocational Education concerned with training for occupations classified as industrial, service, or trade. These occupations directly function in designing, producing, processing, assembling, maintaining, servicing or repairing of any product or commodity.

In a Comprehensive Educational Program, pre-employment classes are offered to in-school youth, out-of-school youth, and to adults. Occupational extension classes are offered to employed workers, ranging from apprentices to supervisors. All segments of the broad program are job-oriented and incorporate a flexibility needed to adapt instructional content to the changing labor market needs. Each occupation chosen for training is considered a curriculum area.

Each pre-employment occupational program is designed to prepare individuals for gainful entry-level employment. The instruction places emphasis on workmanship, practical application of scientific and mathematical principles, development of manipulative skills, and related occupational information. These educational experiences are determined by a study and analysis of the work practices performed by those employed in the occupation. The learning environment must be comparable to that of industry in order to assure that the students completing the course are employable and their abilities and knowledges are acceptable to employers. The student should complete his training program at a time when he will be able to accept employment. An effective program of occupational preparation utilizes a representative advisory committee whose membership is knowledgeable and sensitive to labor market needs and the value of public school vocational industrial education programs. Vocational Industrial Education Programs offer placement services to their graduates.


SALABLE SKILLS
VOCATIONAL INDUSTRIAL EDUCATION OCCUPATIONAL PREPARATORY AND EXTENSION PROGRAMS
VOCATIONAL INDUSTRIAL EDUCATION PRE-EMPLOYMENT PROGRAMS
Post High School and Adult
12
11

SECONDARY PROGRAMS

On the secondary level there are three types of pre-employment programs provided. They are Type A, Type B, and part-time cooperative.

The Type A Program provides for a three-hour period of instruction in the shop or laboratory, plus one or two additional hours of related instruction daily. The Type B Program provides for a three-hour period of instruction in the shop or laboratory each day. The related instruction is given within the three-hour shop or laboratory period. The part-time cooperative program provides planned on-the-job training experience for three hours, plus one or two periods of related instruction daily.

The Type B plan is recommended for County and Area Vocational Schools while the Type A, or part-time cooperative plan is recommended for Vocational Departments in High Schools.

Pre-employment training programs may be offered for a wide variety of occupations, ranging from the operator or semiskilled level to the highly skilled level.

ADULT PROGRAMS

Occupational preparatory and extension courses are offered to those adults who are interested in gaining new skills or in upgrading present skills.

Preparatory programs for adults are usually short intensive courses designed to teach specific occupational skills.

Extension courses are provided to people who are already employed and are designed to increase the individual's proficiency in his occupation. Some courses are designed to upgrade manipulative skills while others are designed to provide related technical information.

Examples of these courses range from related instruction for various apprentices, to electronics for journeymen electricians, blueprint reading for machinists, mathematics for carpenters, courses in industrial electronics and instrumentation, to courses in communications, labor relations, and industrial psychology for supervisors and foremen.

18. GUIDANCE SERVICES IN THE COMPREHENSIVE EDUCATIONAL PROGRAM

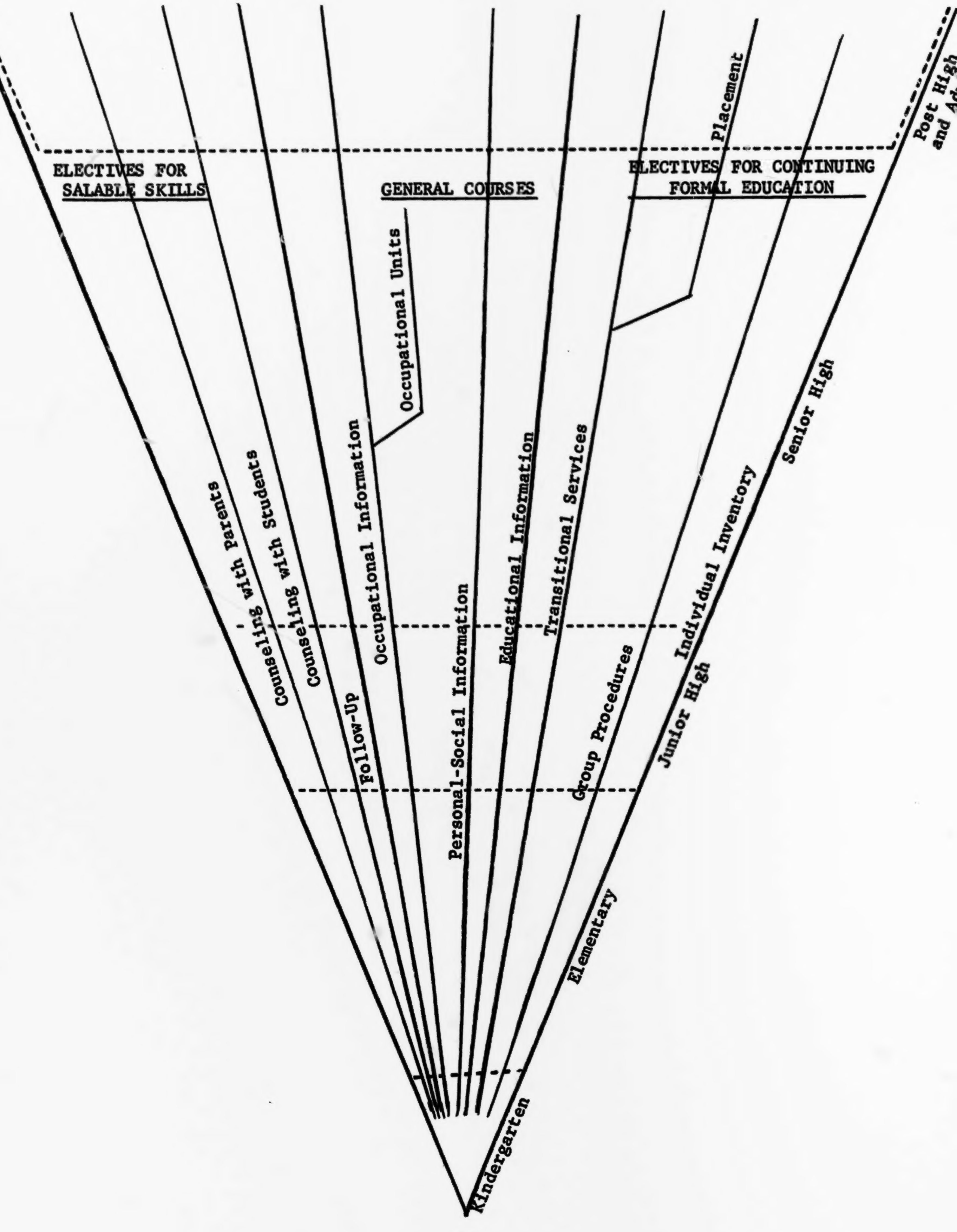
Guidance is an integral part of the total educational program. To be effective, guidance must be an organized, systematic effort with administrative support.

From a guidance point of view the individual as a personality is the central factor in the educational process. The worth and dignity of each student is recognized. The role of guidance services is to assist each student to take full advantage of his opportunities, to help him realistically understand and accept himself, and to formulate plans of action and carry these plans through to fulfillment.

Guidance services will: (1) assist the student to develop his ability to make wise decisions and to accept responsibility for such decisions; (2) assist the student to know himself, to know his school, and to be known by his school; (3) assist the student to develop his ability to choose wise goals; (4) assist the student to acquire the insights and techniques necessary to enable him to solve his present and future problems; (5) promote student initiative, self-direction, and self-guidance; (6) aid the pupil in making realistic vocational plans; (7) serve as a resource for teachers, administrators, other school personnel, and parents; and (8) initiate and direct research such as follow-up studies.

The guidance program is developed around a framework of six basic services for students and is designed in flexible fashion so that it can readily be adapted to the developmental needs of youth. These six basic guidance services are as follows:

1. Individual Inventory
2. Counseling
3. Transitional Service
4. Information
5. Follow-Up
6. Group Procedures


ELECTIVES FOR SALABLE SKILLS
GENERAL COURSES
ELECTIVES FOR CONTINUING FORMAL EDUCATION
Post High and Ad
Placement
Occupational Units
Counseling with Parents
Counseling with Students
Follow-Up
Occupational Information
Personal-Social Information
Educational Information
Transitional Services
Group Procedures
Individual Inventory
Senior High
Junior High
Elementary
Kindergarten

A brief explanation of each of the six services follows:

1. The individual inventory service consists of collecting, summarizing, and interpreting information about students. Student information is secured through standardized tests, interviews, questionnaires, case conferences, home visits, scholastic records, and anecdotal reports. This information should be readily available to staff members as they try to help the individual better understand his interests, abilities, aptitudes, and problems.

2. Counseling is the major guidance service. Counseling is the process in which an experienced and qualified person assists a second person to understand himself and his opportunities, to make appropriate adjustments and decisions in the light of this insight, to accept personal responsibility for his choices, and to follow courses of action in harmony with his choices. Counseling with parents is rapidly becoming an accepted as well as a valuable practice.

3. Transitional services facilitate the adjustment of students to new and strange situations through orientation and familiarization activities before, at the time of, and immediately following their transition to a new school level, from school to a job, or to other abrupt changes in their environment. Such activities usually take such forms as group discussions, orientation talks, student group visits, and the reading of specially prepared orientation handbooks.

4. Information services provide students, teachers, counselors, and parents with information for vocational and educational planning purposes and for personal-social development. This service consists of collecting, organizing, and disseminating such information. Provision must be made for dissemination of this information to students as they have need for it in self-analysis and in setting goals. Occupational units will be taught in grades eight to twelve.

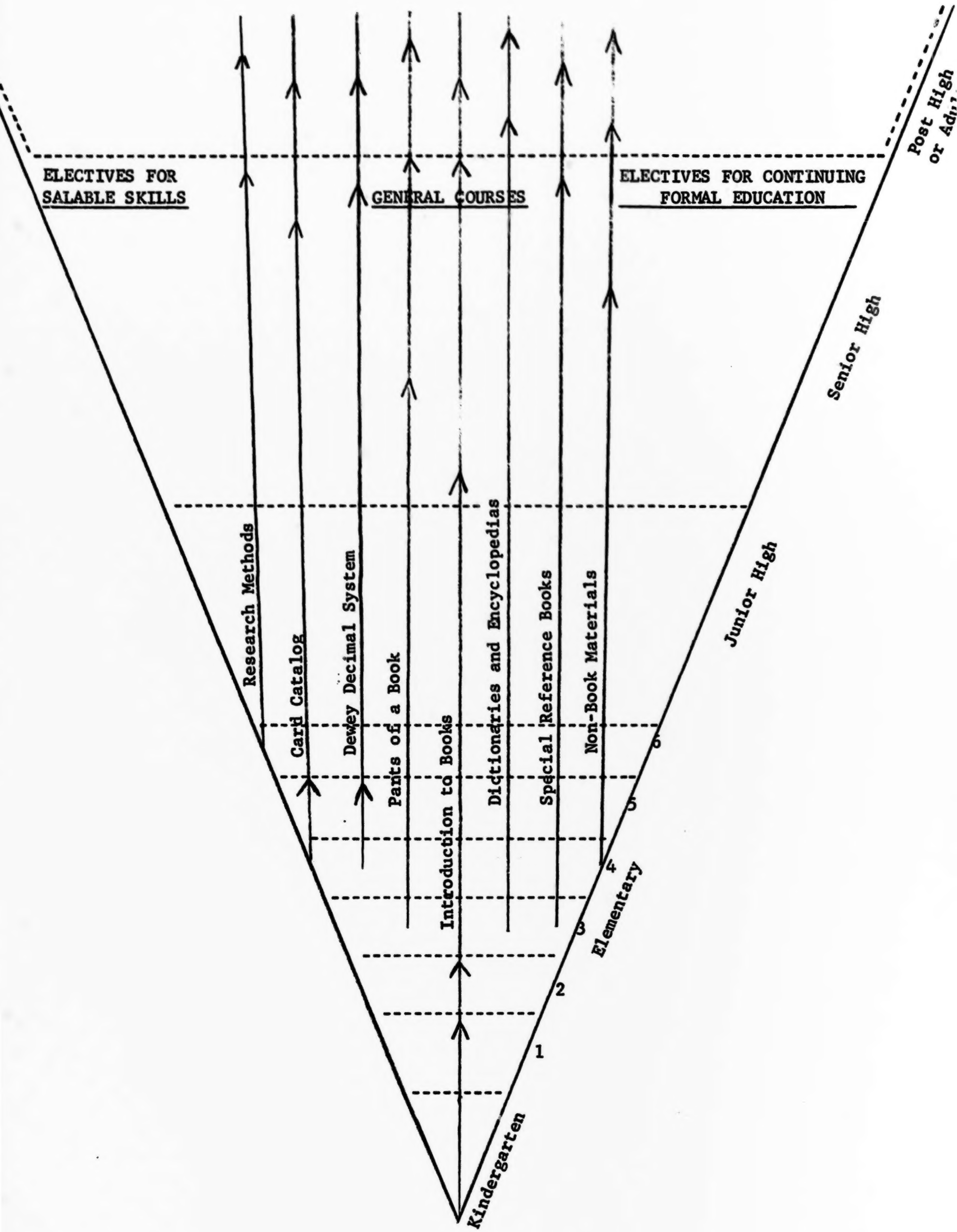
5. Follow-up services will reveal what happens to students as they pass to higher school levels, after they are graduated, or after they drop out of school. Such information is helpful in the study of the effectiveness of the school's program.

6. Group procedures, such as orientation, career conferences, college days, special guidance assemblies, informal group discussions, teaching units in occupations and self-understanding, role playing, and interpretation of test results, provide opportunities for group guidance.

19. LIBRARY SERVICES IN THE COMPREHENSIVE EDUCATIONAL PROGRAM

In the comprehensive educational program the libraries are instructional materials centers for the entire system providing the housing, indexing, and circulation of books and includes pamphlets, films, filmstrips, slides, projection equipment, recordings and record players, tapes and tape recorders, art objects, realia, flat pictures maps, charts, globes, opaque projectors and mounted pictures, radio and television receivers, microcard and microfilm readers, overhead projectors and transparencies, and multiple level reading materials. The services of a regional depository instructional materials center will be available to supplement local centers. All resources must be indexed and be readily available to both students and teaching personnel.

Library instruction must begin as soon as the student enters school and is expanded and strengthened through each successive year so that the student can become an independent reader and researcher. There are eight basic areas in library instruction: (1) introduction to books, (2) parts of a book, (3) dictionaries and encyclopedias, (4) special reference books, (5) the Dewey decimal system, (6) the card catalog, (7) non-book materials, and (8) research methods.


ELECTIVES FOR SALABLE SKILLS
GENERAL COURSES
ELECTIVES FOR CONTINUING FORMAL EDUCATION
Post High or Adu
Senior High
Junior High
Elementary
Kindergarten
1
2
3
4
5
6
Research Methods
Card Catalog
Dewey Decimal System
Parts of a Book
Introduction to Books
Dictionaries and Encyclopedias
Special Reference Books
Non-Book Materials

Library services are an integral part of the total curriculum and thus cut across all levels of instruction and content areas. Skills in the use of the materials center is a developmental process for the student.

Introduction to Books. This area is a general presentation of the book itself.

Parts of a Book. The student is to become acquainted with the functions of the parts of a book so that he will be able to use them in independent research.

Dictionaries and Encyclopedias. The principles behind and the usage of alphabetically arranged language dictionaries and general encyclopedias are taught to give him a foundation for further study of reference books and the card catalog.

Special Reference Books. This area provides instruction in the use of various types of reference materials other than the conventional language dictionaries and general encyclopedias. Such books include: supplementary English language sources, foreign language dictionaries, yearbooks, almanacs, biographical dictionaries, gazetteers, guidebooks, atlases, directories, handbooks, indexes, and bibliographies.

The Dewey Decimal System. The Dewey Decimal system of indexing library collections is taught as it is the primary method used in the American school libraries, public libraries, and college libraries.

The Card Catalog. The use of the card system is taught so that materials can be located through the use of author, title and subject cards.

Non-Book Materials. The student is taught to use all non-book materials in the library for personal research.

Research Methods. Methods of research will be developed at an early age to enable the student to develop as an independent learner. He will be taught to take notes, make bibliographies, and use the Readers' Guide and other indexes.

PART II - A

CRITERIA FOR EVALUATING THE COMPREHENSIVE EDUCATIONAL PROGRAM

The criteria will be appraised and scored (1 through 5) in the following manner:

5 Excellent, both qualitatively and quantitatively
4 Of good quality and quantity
3 Average in quality and quantity
2 Present, but of poor quality
1 None or noneffective
N Does not apply at this level

KINDERGARTEN

Those experiences provided for children at the kindergarten level must be selected for their particular relevance to the development of this age group. A knowledge of child psychology and human growth and development is as essential for those who plan and teach at this level as for all other levels. In Kindergarten, all experiences and services are directed toward readiness and development.

The Kindergarten Curriculum should include experiences and services in the following areas:

1. Arts and Crafts
2. Guidance Services
3. Health and Physical Education
4. Health Services
5. Human Relations
6. Library Services
7. Mathematics
8. Music
9. Oral Communication
10. Psychological Services
11. Readiness in Developmental Reading Program
12. School Lunch
13. Science
14. Social Services
15. Transportation

INSTRUCTIONAL PROCEDURES

( ) 1. There is a program which develops a readiness for the basic skills.
( ) 2. There is a program which develops basic knowledge.
( ) 3. There is a program which develops satisfactory techniques for working with others.
( ) 4. There is a program which develops physical fitness.

( ) 5. There is a program which develops techniques for the resolution of problems of immature or atypical children.

INSTRUCTIONAL STAFF

( ) 1. Each member of the instructional staff for this program has successfully completed an approved teacher education program with a kindergarten specialization.

( ) 2. The kindergarten teacher demonstrates a working knowledge of early childhood psychology and an aptitude for applying it.

( ) 3. The teacher recognizes and assumes her responsibility for bridging the gap between the home and the school by learning about the background of the child through conferences, home visitation or other available techniques.

INTEGRAL SERVICES

( ) 1. There is provision for dealing with exceptionality (advantaged and disadvantaged) including mentally gifted and retarded, emotionally unstable, and physically immature.

( ) 2. There is provision for meeting the health needs including preliminary examinations, emergency medical care, rest periods with milk and/or fruit juice, and individual soap and towels.

( ) 3. There is provision for pupil orientation including teacher visitation in the home and a gradual introduction to the new environment.

( ) 4. There is provision for parent orientation including informative handbooks, scheduled interviews and home visitation.

FACILITIES, EQUIPMENT AND MATERIALS

( ) 1. There is adequate land space in relation to the school enrollment and program.

( ) 2. There are safe and healthful conditions for the students and staff.

( ) 3. There is ample equipped space provided for the effective organization and administration of the school program.

( ) 4. There are sufficient up-to-date materials to provide desirable learning experiences for all students in the school program.

( ) 5. There are continuing efforts to utilize material resources available through local, state and national programs.

PRIMARY SCHOOL

The content of the primary program is concerned with the introduction and acquisition of fundamental skills and concepts in the broad areas outlin below. It is particularly important that the sequence of content in language arts and number concepts be organized and facilitated for maximum growth.

The Primary School Curriculum should include the following experiences and services:

1. Arts and Crafts
2. Co-curricular Activities
3. Guidance Services
4. Health and Physical Education
5. Health Services
6. Language Arts
7. Library Services
8. Mathematics
9. Music
10. Penmanship
11. Psychological Services
12. School Lunch
13. Science
14. Social Services
15. Social Studies
16. Special Education
17. Transportation

INSTRUCTIONAL PROCEDURES

( ) 1. There is a program which will introduce and develop the fundamental skills in language arts.
( ) 2. There is a program which will introduce and develop the fundamentals of mathematics.
( ) 3. There is a program which will introduce and develop the concepts of social living and an understanding and appreciation of the relationship of home, school, and community.
( ) 4. There is a program which will introduce experiences in the fine arts.
( ) 5. There is a program which will introduce experiences in science and health.
( ) 6. There is a program which will introduce experiences in the problem-solving process.
( ) 7. There is a program which will introduce experiences in individual and group guidance.
( ) 8. There is a program which will recognize and provide for individual pupil differences.

INSTRUCTIONAL STAFF

( ) 1. Each member of the instructional staff has successfully completed an approved teacher education program designed for teaching in an elementary school.

( ) 2. The teacher demonstrates a recognition of various levels of ability and achievement through group and individual instruction.

( ) 3. The teacher responds to the emotional reaction of children at this stage of their in-and-out-of-school experiences.

INTEGRAL SERVICES

( ) 1. There is a basic guidance program which provides for activities including orientation of new and transfer pupils, maintenance of cumulative records, a standardized testing program, and articulation with the kindergarten and the intermediate school.
( ) 2. There is an appropriate orientation program for all incoming pupils and their parents.
( ) 3. There are special instructional resources including supplementary library books and instructional materials, manipulative aids and audio-visual equipment.
( ) 4. There are health resources including examination and emergency medical care.
( ) 5. There are specialized instructional and supervisory services in all areas.
( ) 6. There are adequate secretarial and other non-teaching services.

FACILITIES, EQUIPMENT AND MATERIALS

( ) 1. There is adequate land space in relation to the school enrollment and program.
( ) 2. There are safe and healthful conditions for the students and staff.
( ) 3. There is ample equipped space provided for the effective organization and administration of the school program.
( ) 4. There are sufficient up-to-date materials to help provide desirable learning experiences for all students in the school program.
( ) 5. There are continuing efforts to utilize material resources available through local, state and national programs.

INTERMEDIATE SCHOOL

The work at the intermediate level is in part an expansion and extension of the primary.

The Intermediate School Curriculum should include the following experiences and services:

1. Arts and Crafts
2. Co-curricular Activities
3. Guidance Services
4. Health and Physical Education
5. Health Services
6. Language Arts
7. Library Services
8. Mathematics
9. Modern Foreign Language
10. Music

11. Psychological Services
12. School Lunch
13. Science
14. Social Services
15. Social Studies
16. Special Education
17. Transportation

INSTRUCTIONAL PROCEDURES

There is a program which will maintain, extend, and develop:

( ) a. The fundamental concepts in skills in the language arts and begin a program of modern foreign languages.
( ) b. The fundamental concepts in skills in mathematics.
( ) c. The concepts of social living and broaden them into wider areas of the community, including the state, nation, and world.
( ) d. The skills and appreciation of the fine arts.
( ) e. The fundamental skills in the knowledge which will broaden learning in the areas of science, language, history, and geography.
( ) f. The experiences in physical fitness and mental health.
( ) g. The opportunities for critical thinking in the problem-solving process.
( ) h. Individual and group guidance services.

INSTRUCTIONAL STAFF

( ) 1. The teacher has a confident command of the material she is teaching whether in a self-contained classroom or as a member of a team.
( ) 2. If a member of a team, the teacher is working in his area of specialization.
( ) 3. The teacher demonstrates a knowledge of child psychology, methodology and instructional materials appropriate to the intermediate level.
( ) 4. Each member of the instructional staff has successfully completed an approved teacher education program for teaching in a self-contained classroom and for serving as a member of a team to which he is assigned.

INTEGRAL SERVICES

( ) 1. There is a basic guidance program which provides for activities including orientation of new and transfer pupils, maintenance of cumulative records, a standardized testing program and articulation with the primary and junior high school.
( ) 2. There is an appropriate orientation program for all incoming pupils and their parents.
( ) 3. There are special instructional resources including a central library of books and other instructional materials.

( ) 4. There are health services including periodic pupil examination and emergency medical care.
( ) 5. There are specialized instructional and supervisory services in all areas.
( ) 6. There are adequate secretarial and other non-teaching services.

FACILITIES, EQUIPMENT AND MATERIALS

( ) 1. There is adequate land space in relation to the school enrollment and program.
( ) 2. There are safe and healthful conditions for the students and staff.
( ) 3. There is ample equipped space provided for the effective organization and administration of the school program.
( ) 4. There are sufficient up-to-date materials to help provide desirable learning experiences for all students in the school program.
( ) 5. There are continuing efforts to utilize material resources available through local, state and national programs.

JUNIOR HIGH SCHOOL

The junior high school program, with no lessening of emphasis upon basic knowledge and skills, will provide exploration and differentiation in curricula to whatever degree is needed by the student body. It is at this point that the maturation process moves most rapidly and as a consequence is a very critical area in the scope of education. The junior high school is no place for cast-off plant, equipment or a less than fully qualified teaching and supporting staff.

The Junior High School Curriculum should include the following experiences and services:

1. Art
2. Business and Office Education
3. Co-curricular Activities
4. Foreign Language
5. Guidance Services
6. Health and Physical Education
7. Health Services
8. Home Economics
9. Industrial Arts
10. Language Arts
11. Library Services
12. Mathematics
13. Music
14. Psychological Services
15. School Lunch
16. Science
17. Social Services

18. Social Studies
19. Special Education
20. Transportation
21. Vocational Agriculture

INSTRUCTIONAL PROCEDURE

( ) 1. There is a program which will provide continuation of the experiences which further the development in depth and breadth in the basic skills.
( ) 2. There is a program which will provide exploratory experiences in all instructional areas.
( ) 3. There is a program which will provide a differentiated curriculum in relation to total needs, abilities, and aptitudes.
( ) 4. There is a program which will provide services in individual and group guidance.
( ) 5. There is a program which will provide for the utilization of educational resources.
( ) 6. There is a program which will provide a plan of organized articulation which insures a developmental curriculum.
( ) 7. There is a program which will provide enriched experiences in critical thinking and problem solving.

INSTRUCTIONAL STAFF

( ) 1. The staff member is qualified to teach in the junior high school in the subject to which he is assigned.
( ) 2. The staff member exhibits a working knowledge of the psychology of junior high school youth and has an aptitude for proper application.
( ) 3. The staff member understands student needs in basic skills and is successful in effecting growth in these areas.
( ) 4. The staff member understands and is successful in developing experiences which enable the students to explore many areas of knowledge consistent with the school's educational program.
( ) 5. The staff member makes use of supplementary aids such as audio-visual materials and community resources.
( ) 6. The staff member understands the educational needs of the individual and is successful in coordinating activities to insure a developmental program.
( ) 7. The staff member is successful in establishing creative experiences in critical thinking and problem solving.
( ) 8. The staff member shows continuing professional growth by actively engaging in professional and inservice activities.

INTEGRAL SERVICES

( ) 1. There is provision for articulation between the intermediate school and senior high school.
( ) 2. There is provision for orientation of each pupil to the new school environment.

( ) 3. There is provision for group and individual guidance in social, educational, and occupational areas.
( ) 4. There are health services, including periodic pupil examination and emergency medical care.
( ) 5. There are specialized instructional and supervisory services in all areas.
( ) 6. There are special instructional resources including a central library of books and other instructional materials.
( ) 7. There are adequate secretarial and other non-teaching services.

FACILITIES, EQUIPMENT AND MATERIALS

( ) 1. There is adequate land space in relation to the school enrollment and program.
( ) 2. There are safe and healthful conditions for the students and staff.
( ) 3. There is ample equipped space provided for the effective organization and administration of the school program.
( ) 4. There are sufficient up-to-date materials to help provide desirable learning experiences for all students in the school program.
( ) 5. There are continuing efforts to utilize material resources available through local, state and national programs.

SENIOR HIGH SCHOOL

In a comprehensive senior high school program there will be an individualized curriculum which will provide for general education with elective programs for general education, vocational skills and technical training. For those students whose goal is a professional education, more depth and breadth of the general education program are essential.

The Senior High School Curriculum should include the following experiences and services:

1. Adult Education
2. Art
3. Business and Office Education
4. Co-curricular Activities
5. Distributive Education
6. Foreign Language (Modern and Classical)
7. Guidance Services
8. Health and Physical Education
9. Health Services
10. Home Economics (Vocational and Non-Vocational)
11. Industrial Arts
12. Language Arts
13. Library Services
14. Mathematics
15. Music

16. Psychological Services
17. School Lunch
18. Science
19. Social Services
20. Social Studies
21. Special Education
22. Technical Education
23. Transportation
24. Vocational Agriculture
25. Vocational Industrial Education

INSTRUCTIONAL PROCEDURES

( ) 1. There is a program which will provide further breadth and depth in the basic skills.
( ) 2. There is a program which will provide a curriculum which makes available experiences tailored to the individual needs of all students.
( ) 3. There is a program which will provide desirable experiences to meet the human relations needs of all students.
( ) 4. There is a program which will provide guidance services to meet the educational, vocational, personal, and social needs of all students.
( ) 5. There is a program which will provide enriched experiences in critical thinking and problem solving.

INSTRUCTIONAL STAFF

( ) 1. The staff member is qualified to teach in the senior high school in the subject to which he is assigned.
( ) 2. The staff member exhibits a working knowledge of the psychology of senior high youth and has an aptitude for its application.
( ) 3. The staff member understands student needs in basic skills and is successful in effecting growth in these areas.
( ) 4. The staff member is supported by personnel equipped with the knowledge and skills to help students identify their constructive interests and abilities and to give assistance in developing these assets in relation to the full potential of the individual.
( ) 5. The staff member is successful in creating enriched experiences in critical thinking and problem solving.
( ) 6. The staff member shows continuing professional growth by actively engaging in professional and in-service activities.
( ) 7. The staff member makes use of supplementary aids, such as audio-visual materials and community resources.
( ) 8. The staff member recognizes the value of experimentation and uses it in an attempt to find better ways to teach.

INTEGRAL SERVICES

( ) 1. There is provision for articulation with the junior high school and college, commerce and industry.

( ) 2. There is provision for integral articulation and coordination between subjects on levels within the school.
( ) 3. There is an adequate counseling service.
( ) 4. There is an adequate standardized testing program.
( ) 5. There is a placement and follow-up service.
( ) 6. There are special instructional resources including a complete library of books and other instructional aids.
( ) 7. There are adequate secretarial and other non-teaching services.

FACILITIES, EQUIPMENT AND MATERIALS

( ) 1. There is adequate land space in relation to the school enrollment and program.
( ) 2. There are safe and healthful conditions for the students and staff.
( ) 3. There is ample equipped space provided for the effective organization and administration of the school program.
( ) 4. There are sufficient up-to-date materials to help provide desirable learning experiences for all students in the school program.
( ) 5. There are continuing efforts to utilize material resources available through local, state and national programs.

POST HIGH SCHOOL

Post high school will include programs for students who need general pre-professional, vocational and technical education. The abilities and objectives of the students will determine the content of the offerings.

INSTRUCTIONAL PROCEDURES

( ) 1. There is a program which will have specific application for individuals who have insufficient preparation in salable skills.
( ) 2. There is a program which will lead to career objectives for those individuals who need to continue the development of salable skills.
( ) 3. There is a program which will further develop skills, knowledge, aptitudes, and competencies for individuals needing preparation for higher education.

INSTRUCTIONAL STAFF

( ) 1. The teacher at this level is a specialist in a particular area whether it be academic, vocational or technical.
( ) 2. The teacher has a philosophy of education consistent with the task being performed.
( ) 3. The teacher emphasizes inquiry rather than acquisition on the part of the students.
( ) 4. The teacher expects and receives quality performance from students commensurate with their capacities and vocational requirements.

INTEGRAL SERVICES

( ) 1. There is provision for articulation with the senior high school, professional schools, business and industry.
( ) 2. There is an adequate counseling and referral service.
( ) 3. There are adequate secretarial and non-teaching services.
( ) 4. There are special instructional resources.

FACILITIES, EQUIPMENT AND MATERIALS

( ) 1. There are safe and healthful conditions for the students and staff.
( ) 2. There is ample equipped space provided for the effective organization and administration of the school program.
( ) 3. There are sufficient up-to-date materials and equipment to help provide desirable learning experiences for all students in the school program.
( ) 4. There are continuing efforts to utilize material resources available through local, state and national programs.

ADULT EDUCATION

The program for adult education includes a very wide range of learnings that are related to the interests and the needs of individuals and community. The students will be challenged to examine the economic and social problems as they relate to their own responsibilities.

INSTRUCTIONAL PROCEDURES

( ) 1. There is a program for individuals who desire to complete their high school education.
( ) 2. There is a program for individuals who desire to enrich their salable skills.
( ) 3. There is a program for individuals who desire to develop and enrich leisure time activities.
( ) 4. There is a program for individuals who desire to develop and enrich social, cultural, and leadership competencies.
( ) 5. There is a program for individuals who desire the opportunity to up-grade old skills or acquire new skills.

INSTRUCTIONAL STAFF

( ) 1. The teacher has the knowledge and skills to meet the demands of the students who are enrolled in the class.
( ) 2. The teacher recognizes the wide range of experience and ability of the students by enlisting resource persons when needed.
( ) 3. The teacher recognizes and exacts quality performance from adult students.
( ) 4. The teacher has the knowledge relating to job requirements, job opportunities, and the skills necessary to perform the job.

INTEGRAL SERVICES

( ) 1. There are special instructional resources.
( ) 2. There are adequate secretarial and other non-teaching services.

FACILITIES, EQUIPMENT AND MATERIALS

( ) 1. There are safe and healthful conditions for the students and staff.
( ) 2. There is ample equipped space provided for the effective organization and administration of the school program.
( ) 3. There are sufficient up-to-date materials and equipment to help provide desirable learning experiences for all students.
( ) 4. There are continuing efforts to utilize material resources available through local, state and national programs.

PART II - B

OPTIMUM CONDITIONS FOR A COMPREHENSIVE EDUCATIONAL PROGRAM

The term "optimum" in this context means a condition most conducive to efficient, economical and successful results. A school may have fewer than the optimum number of students enrolled and still be comprehensive. However, it will tend to be less economical and efficient. Mark the item *yes* if it meets the criterion or *no* if it falls short of the optimum condition.

ENROLLMENT

Research has revealed the optimum enrollments:

( )	Senior High Schools	100 in the graduating class
( )	Junior High Schools	125 students per grade or 375 in a three-year organization
( )	Elementary Schools	175 in grades K-6 or 225 in grades K-8

SCHOOL DAY

A study of the optimum school day results in the following recommendations: (It will be noted that the teacher schedule provides for sixty minutes of time for planning and conference activities.)

(   ) Student day for kindergartens
    150 minutes - half-day sessions
(   ) Teacher day for kindergartens
    Two sessions of 180 minutes each or 360 minutes total
(   ) Student day for primary schools
    300 minutes
(   ) Teacher day for primary schools
    360 minutes
(   ) Student day for intermediate schools
    330 minutes
(   ) Teacher day for intermediate schools
    360 minutes - (Involves a relief teacher for 30 minutes to give the regular teacher an additional 30 minute planning period.)
(   ) Student day for secondary schools (junior and senior high school)
    360 minutes
(   ) Teacher day for secondary schools (junior and senior high school)
    360 minutes - With an hour of planning and conference period included in the day's schedule.

TRANSPORTATION

An initial step in the development of a comprehensive educational program is the consolidation of small schools. This may bring about transportation problems. These problems should not dictate curriculum decisions, however, in order to avoid undue hardship.

95 per cent of the transported enrollment would normally spend less than --

(   ) 60 minutes, one way in senior high schools
(   ) 45 minutes, one way in junior high schools
(   ) 30 minutes, one way in elementary schools.